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A Policy Analysis of Community College Funding in Texas

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A Policy Analysis of Community College Funding in Texas

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Dedication

This work is dedicated to Kim and Mary.

It is also dedicated in loving memory to my parents.

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A Policy Analysis of Community College Funding in Texas

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The purpose of this investigation was to analyze the public policy guiding the funding of community colleges in Texas. In essence, the history of community college funding from 1942 to 2006 has been documented. Specifically, the study focused on the funds community colleges have received from the State of Texas, analyzed the funding shares from state and local sources, assessed the changes in the state/local source relationship over time, and detailed the development of the Texas community college formula system. A two-phase research process was used for this policy analysis. First, an archival analysis located both primary and secondary documents related to Texas community college funding. After examining these records, a revenue database for Texas community colleges was created. Second, thirteen open-ended interviews of individuals with knowledge of community college funding were conducted. Based upon the analysis of state funds and other revenue sources, several conclusions were reached including: 1) During the pre-formula period (1942-1973), state funds were provided solely as an instructional supplement to public community colleges. This was known as the sufficient-to-supplement policy; 2) There has been an agreement between the State of Texas and the

community colleges regarding community college funding as the formula system was implemented. The state would fund instruction and the college districts would pay for facilities; 3) The proportion of Texas community college operating revenues from the state has decreased relative to the other sources of revenue available to community colleges; 4) Full formula funding is a concept that is much discussed among Texas community college leaders. However, it has never been realized in the history of funding Texas public community colleges; 5) "Sufficient-to-supplement" is not an adequate or meaningful policy for funding community colleges in Texas. The policy recommendations that emerged from the study were: 1) The State of Texas should establish an explicit policy on how public community colleges will be financed, and 2) The State of Texas should adequately fund the new policy.

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Chapter 1: Introduction

"Who pays?" and "Who pays how much?" are basic questions that should be addressed any time higher education finance is the topic of discussion. The possible sources of funds for higher education institutions include students and their parents, government and taxpayers, and philanthropic organizations (Johnstone, 2001). Public community colleges in Texas, the focus of this investigation, receive the majority of their funds from two of the three sources articulated by Johnstone. First, a community college collects tuition and fees from most students enrolled in the institution (some students receive tuition exemptions). Second, community colleges receive funds from government and taxpayers under two distinct methods. Local government, in the form of a community college taxing district, provides each community college with funds generated from the property wealth within the taxing district. State government provides an appropriation to each Texas community college based upon a funding formula devised by the Texas Higher Education Coordinating Board. The general revenue appropriation made by the Texas Legislature can only be used for instructional and administrative activities. While legislators, community college leaders, and state agency staff (e.g., Texas Higher Education Coordinating Board) debate how much the state should fund community colleges and how much should be provided by student tuition and the local taxing district, there is no historical record available to demonstrate what funds have been allocated in the past to Texas community colleges and why those funds were provided. Current law indicates that the state of Texas should provide "an amount *sufficient* to *supplement* local funds" (emphasis added; *Texas Education Code* §130.003). While advocates for increased community college funding from the state emphasize the need for *sufficient* funds, state budget analysts and other bureaucrats point out that state funds

should *supplement* local funds. While this research project was not designed to settle the debate over the proportions of support that should come from the state, local districts, and students, the goal was to provide an informational foundation for future discussions about these funding sources. This research should provide state policy makers, as well as community college trustees and administrators, with richer information that will allow them to make more informed decisions regarding the funding of Texas public community colleges.

The remainder of this chapter will accomplish the following. First, the purpose of this study will be articulated in more detail. Second, specific research questions for the study will be offered. Next, a theoretical framework will be presented to frame the important constructs in this study. Fourth, various limitations of this research will be expressed. Finally, a definition section will be provided to help the reader understand the terminology used throughout this research report.

PURPOSE OF THE STUDY

The purpose of this investigation was to analyze the public policy guiding the funding of community colleges in Texas. In essence, the history of community college funding from 1942 to 2006 has been documented. Specifically, the study focused on the funds community colleges have received from the State of Texas, analyzed the funding shares from state and local sources, assessed the changes in the state/local source relationship over time, and detailed the development of the Texas community college formula system. Based upon the analysis, specific recommendations for funding Texas community colleges in the future are made in the final chapter.

Gaps exist between the current knowledge of community college funding and what has occurred in the past; this research closes those gaps. For instance, Table 1-1 shows the 2006 rank (out of the 50 community college districts that existed in Texas at

the time of this study) of the sixteen community colleges that were included in the Texas appropriations bill in 1939 in four major categories: 1) Enrollment (Fall 2006); 2) Formula Appropriation (FY 2006); 3) Average Tuition/Fee Rate (2005-06); and 4) Tax Levy (2005-06). For each category, the lower number indicates a higher ranking. San Antonio College (part of the Alamo Community College District), was ranked 2nd in enrollment, had the 2nd highest appropriation, the 19th highest average tuition/fee rate,

Table 1-1. 2006 Rank of First 16 Community Colleges

Institution	Enrollment	Appropriation	Tuition/Fees	Tax Levy
San Antonio College (Alamo CCD)	2	2	19	4
Amarillo College	14	14	42	17
Blinn College	11	12	12	46
Clarendon College	49	49	7	48
Del Mar College	13	13	8	10
Hill College	40	40	24	38
Kilgore College	27	22	44	30
Lee College	25	23	34	15
North Central Texas College	21	31	36	42
Paris Junior College	31	34	32	40
Ranger College	50	50	21	50
Temple College	32	39	5	31
Texarkana College	38	24	49	47
Texas Southmost College	12	19	1	21
Tyler Junior College	15	15	18	18
Victoria College	33	35	41	28

and the 4th highest tax levy. On the other end of the spectrum, Ranger College had the lowest enrollment, appropriation, and tax levy, but had the 21st highest average tuition/fee rate. There were 34 other community college districts not represented in Table 1-1. By analyzing each General Appropriation Act from 1941 to the present, an historical timeline for the development of the current community college configuration in Texas will be established.

Establishing an historical record of the appropriation for instruction at community colleges is not the only gap in our understanding of the funding of these important institutions. A publication by the Texas Association of Community Colleges (TACC)

Table 1-2. Summary of Community College Appropriation: General Appropriations Act - HB 1, 80th Legislature

Source of Funds	**FY 06-07**	**FY 08-09**
Formula Funds	1,611,569,438	1,704,569,985
Non-Formula Items	15,701,394	14,274,439
Enrollment Growth	4,518,786	3,518,786
New Campuses	3,550,167	0
Skills Development Fund	9,787,604	49,635,107
STARLINK/VCT	1,271,112	1,271,112
Group Health Insurance	277,863,531	153,979,799
TOTAL	1,924,262,032	1,927,249,228

Source: TACC (2007, p. 5)

(2007c) provided a summary of state appropriations for community colleges in Texas (see Table 1-2). The term "Formula Funds" refers to the state appropriation for instruction and administration at Texas community colleges. These funds are the main focus of this study. However, as Table 1-2 shows, they are not the only funds the state provides community colleges. From a policy-making standpoint, it is important to know the history of the state's funding to community colleges for "Non-Formula Items," "Enrollment Growth," "New Campuses," the "Skills Development Fund," "Starlink/VCT," and "Group Health Insurance." For the most part, the basis for these appropriated funds is not known and has not been documented. For example, at the time this dissertation was written, the group health insurance appropriation to community colleges was a "hot topic" in Texas (Fikac, 2007; Garrett, 2007; Haurwitz, 2007). As noted in Table 1-2, the appropriation for FY 2008-09 is $123.8 million less than the appropriation for FY 2006-07 because Governor Rick Perry vetoed the FY 2009 group

health insurance appropriation on the grounds that the colleges were not paying their proportional share of premiums. A question that has been asked during the debate on this issue was "when did the Legislature start funding group insurance for community colleges?" The answer was not readily available. This research provides a systematic account of the state appropriation to community colleges in each of the funding categories listed in Table 1-2. Not only is the group insurance question answered, but policy questions concerning the other categories listed in Table 1-2 are also answered. The first research question stated below addresses this major issue. A brief rationale is provided for the other research questions. The next chapter will provide additional support for the research questions.

RESEARCH QUESTIONS

Research Question 1. *What funds has the State of Texas provided for community colleges from 1942 to 2006?*

Research Question 2. There are three main sources of revenue for community colleges in Texas: state appropriations, tuition and fees, and property tax revenue. The relationship between these three main revenue sources has changed over time. Therefore the second research question in this study was: *What has been the relationship between state appropriations, tuition and fees, and property tax revenue from 1942 to 2006?*

Research Question 3. To date, there is no written account of how the Texas community college formula system came into being or why. In addition, there has been no analysis about the level at which the formula has been funded since its inception. Discussion of state formula funding for community colleges often revolves around the question: "what percent of the formula was funded?" For example, the top legislative priority of the Texas Association of Community Colleges (TACC) prior to the 79th Texas legislative session (2005) was a request for an "additional $357.9 million to the

community and technical college formula which would bring the state's contribution to a level approaching 65 percent " (TACC, 2004, p. 3). The following two research questions address these concerns:

Research Question 3a: *How did the community college formula system come into being in Texas?*

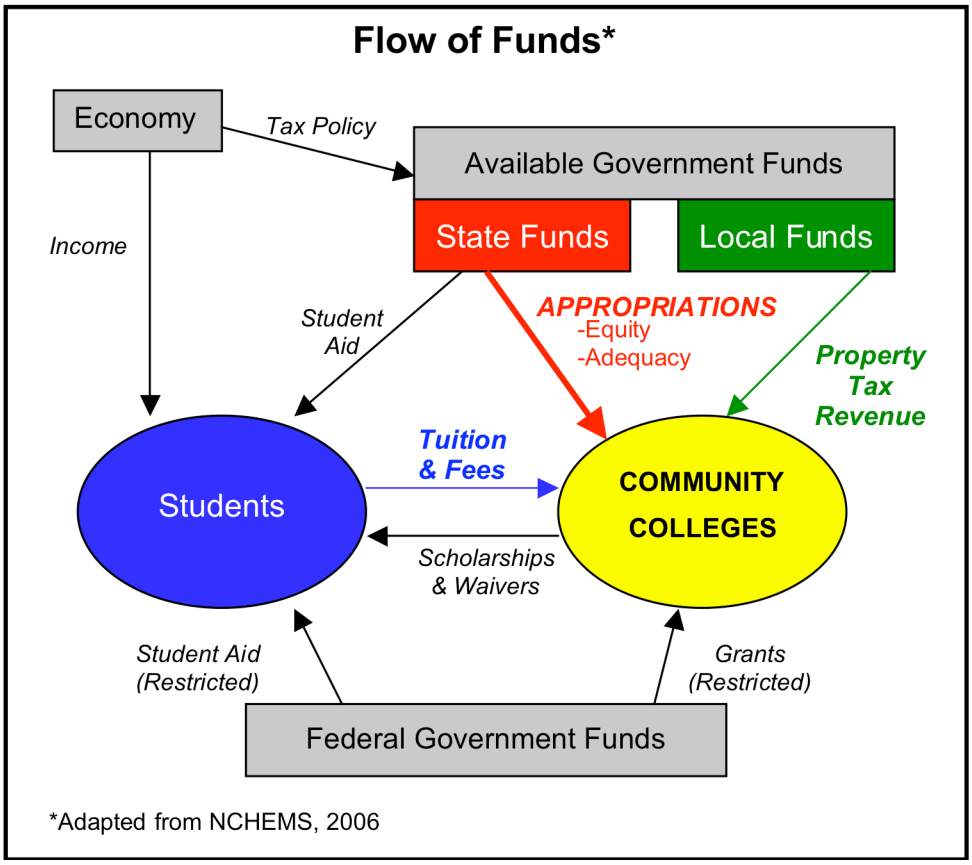
Research Question 3b: *What has been the relationship between the full cost of community college instruction, the Coordinating Board's recommendations, and Legislative appropriations since the inception of the formula system?*

Borrowing from Andes (1991), three main benefits emerge from this study. First, an historical review has worth as a record of policy decisions. Second, the research provides useful information for Texas policy makers. Third, the historical record provides those within the Texas community college community with a perspective that is currently not available.

THEORETICAL FRAMEWORK

The National Center for Higher Education Management Systems (NCHEMS) has developed various models demonstrating the flow of funds in higher education. Figure 1-1 represents an adaptation of the NCHEMS (2006) flow of funds model that was used in this study. One important conceptual distinction in Figure 1-1 from the NCHEMS model is the division of "Available Government Funds" into "State Funds" and "Local Funds." While both the state's appropriation and the revenue generated from property taxes can be considered government support for community colleges, the role and the history of each as a distinct revenue source for Texas community colleges will be emphasized throughout this dissertation. The model presented in Figure 1-1 does highlight the areas

Figure 1-1. Community College Finance Model: Flow of Funds



of interest in this study (state appropriations, local property tax revenue, and student tuition and fees) in contrast to areas beyond the scope of the study (tax policy affecting available funds, student financial aid, and the role of the Federal Government in community college funding).

The current method for distributing the majority of state funds to Texas community colleges is by a formula system. The theoretical constructs of equity and adequacy are central to this investigation as they apply to the Texas formula system. "The basic purpose of funding formulas remains the rational and equitable allocation of

state funds for public higher education" (MGT, 2001, p. 1). The Texas Higher Education Coordinating Board (THECB) is required by the state to "devise, establish, and periodically review and revise formulas…and recommend changes in the funding formulas based on the role and mission statements of institutions of higher education" (*Texas Education Code* §61.059b). This statute implies a need for equity in the formulas. Equity in formula funding would mean that any institution, regardless of its role or mission, would receive the same funds for a comparable program of instruction (Fonte, 1987; MGT, 2001). The THECB is also required to "advocate for the provision of *adequate* resources" (emphasis added; *Texas Education Code* §61.022). Adequacy of funds refers to whether or not the institution has enough funds for basic operations (MGT, 2001).

LIMITATIONS OF THE STUDY

As in all studies, this effort was limited in several ways. Three of the most important include the following:

Quantity of Data: The time period for this study was 1942 to 2006. The type of records that were kept in 1942 and the manner in which those records were kept is much different than the information available today. Any researcher who wants to determine what percent each revenue source contributes to the overall funding of community colleges in FY 2006 has access to the data variables and can calculate the percentages. For those decades prior to computerized records, a researcher is fortunate to find documents that state what percent the state funded during a particular time period. As will be noted later in this study, staff at many of the colleges did not have ready access to historical financial and enrollment information for their institutions. The difference in the quantity of data for early periods covered by this study and the inability to confirm an historical conclusion from the data were limitations of this study.

Lack of Generalizability: This study was limited to the public community colleges in Texas. Other two-year institutions in the state, the Texas State Technical System and the Lamar State Colleges, were not included in this study since they are completely state supported. The community college systems in other states were also not included in this study. The conclusions and recommendations from this study may not be generalized to these other Texas institutions or to other states.

Role of the Researcher: It is important for the reader to know that the researcher has been employed by the Texas Association of Community Colleges since 1995. This obviously could have a potential impact on the interpretation of some of the results of this study. To offset this fact as a possible limitation to the study, every effort has been made by the researcher to take a neutral position on funding policy issues of Texas community colleges in the forthcoming chapters. The open-ended interviews described later ensured that a variety of perspectives were articulated about Texas community college funding. This study should not be viewed in any way as an advocacy paper for or against Texas public community colleges.

DEFINITIONS

1. Texas public community college: A college that is operated by publicly elected officials and derives its funding primarily from public sources. Each institution is accredited by the Southern Association of Colleges and Schools and primarily offers the associate degree as the highest degree (AACC, 2005).

2. Course for credit: A college-level course that applies towards a program of study that leads to a degree or certificate. The course can also be transferred to another institution of higher education.

3. Non-credit course: "Courses that result in the award of continuing education units (CEUs), as specified by Southern Association of Colleges and Schools' criteria, or institutional credit rather than credit toward a degree or certificate. Only courses that result in the award of CEU may be submitted for state funding" (THECB, 2007, p. 49).

4. Transfer Curriculum: The first two years of an undergraduate curriculum taken at a community college that leads to a bachelor's degree at a baccalaureate institution. Providing a "transfer curriculum" was the original mission of community colleges in the United States.

5. Semester Credit Hour (SCH): "A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate or other formal award" (THECB, 2007, p. 25).

6. Contact Hour: An hour of time when an instructor or instructors are in a community college classroom with students. For example, a three semester credit hour (SCH) hour course that meets for 16 weeks will generate 48 contact hours for each student enrolled in the course.

7. Base Year: "The time period that is used to collect contact hours that are used in allocating the funding in the appropriation act each biennium. It is a 12-month period of time that ends in the term that the Texas Legislature is convened in a regular session" (THECB, 2007, p. 8).

8. Formula Funding: A mathematical basis for estimating the amount of resources needed and/or allocating dollars to institutions of higher education (Stinson, 2003).

9. Appropriations: Revenues a community college receives through acts of the Texas Legislature for instructional operating expenses.

10. Biennium: "The two-year budget period used by Texas state government. A biennium begins on September 1 of an odd-numbered year and ends on August 31 of the next odd-numbered year. Each biennium contains two state fiscal years" (THECB, 2007, p. 9). The plural for biennium is "biennia." This report will use the notation "BY" to indicate the appropriation for a biennium (e.g., BY 2006-07 refers to two fiscal years, FY 2006 and FY 2007).

11. Property Taxes: A tax paid on the value of property by the owner of real estate or other property for the financial support of a community college district.

12. Taxing District: A subdivision of the state of Texas established for the purpose of creating a property tax base for the community college district.

13. Service Area: The territory outside a community college's taxing district that is authorized by the *Texas Education Code*, Chapter 130, Subchapter J for educational delivery.

14. Tuition: The amount of money charged to students for instructional services. The charge is based on the number of semester credit hours the student is taking (Roessler, 2006).

15. Fees: An assessment to students enrolled in courses based on the number of semester credit hours the student is taking. Student fees also include other miscellaneous charges assessed to students (e.g., activity fees, technology fees, and parking fees) (Stinson, 2003).

16. In-District Tuition: The tuition charged by a community college to a student who is a legal resident of the taxing district of the college. The tuition rate is usually lower than Out of District tuition (THECB, 2007).

17. Out of District Tuition: The tuition charged by a community college to a student who is a legal resident of the state of Texas but who resides outside the taxing district of the college.

18. Skills Development Fund: A grant program established by the Texas legislature to provide funding for instructors and equipment needed to train workers for new jobs coming into the state or to retrain existing employees if a company makes major changes in the delivery of a product or service.

19. STARLINK: An Internet-based educational network that provides professional development programming throughout the United States and Canada. STARLINK is an agency of the Texas Association of Community Colleges (TACC, 2007c).

20. Virtual College of Texas (VCT): Provides distance learning access throughout the state of Texas. Through VCT, a student can register at his/her local community college to take credit and non-credit distance learning courses from other colleges throughout Texas. VCT is an agency of the Texas Association of Community Colleges (TACC, 2007c).

21. American Association of Community Colleges (AACC): A non-profit association and the primary advocacy organization for community colleges at the national level. AACC works closely with directors of state offices to inform and affect state policy (AACC, n.d.).

22. Texas Association of Community Colleges (TACC): A non-profit association that includes all 50 public community college districts in Texas. The General Appropriations Bill and legislation affecting public community colleges in general are the principal concerns of the association (TACC, 2007c).

23. Legislative Budget Board (LBB): The Board is a permanent joint committee of the Texas Legislature that develops budget and policy recommendations for legislative appropriations for all agencies of state government (LBB, n.d.).

24. Texas Higher Education Coordinating Board (THECB): The Coordinating Board was created by the Texas Legislature in 1965 to provide leadership and coordination for the Texas higher education system (THECB, 2007).

CONCLUSION

This chapter has introduced the focus of this research project: an analysis of community college funding in Texas. In baseball terminology, this research is a "hit 'em where they ain't" study. There is no record of the funds provided to community colleges by the State of Texas since the state began providing funds in 1942. Three distinct research questions were offered which will close the gap in our understanding of the funds provided to Texas public community colleges and will increase our knowledge of equity and adequacy of the community college funding system in Texas. The next chapter provides an in-depth discussion of major topics related to this study of community college funding.

Chapter 2: Review of Literature

INTRODUCTION

The funding of community colleges, including Texas public community colleges, has recently been the focus of other dissertations. Modica (2006) detailed how five Texas community colleges coped with the seven percent mid-year decrease required by the 78th Texas Legislature (2003) in FY 2003. All five colleges enacted tuition increases and spending reductions. Four of the five colleges initiated tax increases. McCauley (2004) provided an alternative funding model for Pennsylvania community colleges. Other researchers have documented portions of the history of community college funding in Nevada (Kelly, 2002), Tennessee (Stinson, 2003), and the Midwest states (Kenton, 2003). Roessler (2006) analyzed the revenue sources and the expenditure patterns of public community colleges in the entire United States from 1980 to 2001. The present study increases the overall knowledge base of community college funding by systematically describing the changes in the major revenue components in Texas over seven decades.

The information presented later in this dissertation provides a basis or a foundation for this analysis of community college funding in Texas. One component of the research design, as detailed in the next chapter, was to discover written documents that are useful in understanding community college funding in Texas. As such, those documents will be presented in Chapter 4: Results and Analysis rather than in this chapter. The review of literature here is organized around the three research questions introduced in the previous chapter. First, a foundation for the research question, "what funds has the State of Texas provided for community colleges from 1942 to 2006?" will be presented. After a brief overview of the history of community colleges in the United

States is detailed, a more extensive historical review of community colleges in Texas will be provided centered around the state's appropriation to these institutions. Next, the review will lay the groundwork for the second research question: "what has been the relationship between state appropriations, tuition and fees, and property tax revenue from 1942 to 2006?" Recent trends in the funding of higher education will be explored along with a description of the current major revenue sources for Texas public community colleges. The final section of this review will provide a detailed analysis of the current formula funding process used in Texas. This discussion will provide the necessary background for the two research questions: "how did the community college formula system come into being in Texas?" and "what has been the relationship between the full cost of community college instruction, the Coordinating Board's recommendations, and Legislative appropriations since the inception of the formula system?"

HISTORY OF COMMUNITY COLLEGES: AN OVERVIEW

Community colleges--initially known as junior colleges--are institutions of higher education whose history can be traced to American roots in contrast to the European traditions associated with four-year colleges and universities in this country. The first junior college can be attributed to the ideas of William Rainey Harper, president of the University of Chicago, and J. Stanley Brown, principal of the public high school in Joliet, Illinois. Harper believed the first two years of college could be provided by secondary schools and that universities should concentrate on the junior and senior years. Inspired by Harper, Brown created Joliet Junior College in 1902 by adding a fifth and sixth year of courses to the high school curriculum. Joliet Junior College is the oldest continuously operating public two-year college. From the very beginning, the primary mission of junior colleges was to provide access to higher education for students who otherwise would have been denied the opportunity (American Association of Community Colleges

[AACC], 2005). Table 2-1 highlights the growth in the number of community colleges in the United States.

Table 2-1. Community Colleges in the United States: 1900-2006

Decade	Number of Colleges
1900	1
1910	25
1920	74
1930	180
1940	238
1950	330
1960	412
1970	909
1980	1,058
1990	1,108
2000	1,155
2006	1,195

Source: AACC, 2005, n.d.

California was the first state to develop a statewide system of community colleges. In 1909, the California legislature agreed to help fund high school efforts to offer the first two years of college coursework. By 1921, California had the largest system with 21 public junior colleges (AACC, 2005). Private junior colleges outnumbered public junior colleges during the first half of the twentieth century. By 1950, however, the number of public institutions exceeded the number of privates for the first time in the relatively short history of community colleges. The second half of the twentieth century saw a rapid increase in the number of public community colleges. As shown in Table 2-1, the number of community colleges more than doubled from 1960 to 1970; the colleges established during this time period included the large multi-campus districts in urban areas such as Dallas, Texas and Miami, Florida. According to the American Association of Community Colleges (AACC, n.d.), there are currently 1,195 community colleges in the country, 987 of which are public institutions. Approximately

11.6 million students are enrolled in courses taught at community colleges in the United States (AACC, n.d.). The mission of community colleges is still centered on providing student access. AACC (n.d.) reports that 6.6 million students are enrolled in credit courses at community colleges. For most of these students, community colleges provide the first two years of study that will lead to a baccalaureate degree, the original junior college mission established by William Harper Rainey and J. Stanley Brown. However, the access mission has expanded in the modern community college to include opportunities for students to earn certificates or degrees in specific career programs, to enhance or upgrade workforce skills, and to improve basic literacy skills. AACC (n.d.) data indicates that 5 million students are enrolled in noncredit courses. While community colleges in the United States have the shared goals of access for students and service to the community, it should be noted that "each community college is a distinct educational institution, loosely linked to other community colleges…" (AACC, 2000, p. 6). The focus of this study is on the "loosely linked" community colleges in Texas. Texas has the second highest enrollment of community college students in the United States; second to California (AACC, 2005).

COMMUNITY COLLEGES IN TEXAS

Currently, there are fifty public community college districts in Texas. The primary purpose of this investigation is to document state appropriations to these institutions. During the most recent Texas legislative session (80th Legislature), over $1.9 billion in state funds was appropriated to Texas public community colleges (TACC, 2007c, p. 5). The current appropriation provides a sharp contrast to Senate Bill 116 (46th Legislature) that was filed in 1939 on behalf of twenty public junior colleges and the lower division students of one university. Senate Bill 116 provided an appropriation of fifty dollars for each full time student attending those institutions. The Legislature

proposed appropriating $258,350 each year for a total of $516,700 for the biennium (see Table 2-2). The bill did not pass. State funding for junior colleges would not be enacted until the next session of the Legislature in 1941 (Hartsfield, n.d.). Nevertheless, Senate

Table 2-2. Senate Bill 116, 46th Legislature (1939)

Institution	Full-time Students	Appropriation per Fiscal Year
Amarillo Junior College at Amarillo	320	$16,000
Blinn Junior College at Blinn	75	$3,750
Brownsville Junior College at Brownsville	175	$8,750
Clarendon Junior College at Clarendon	102	$5,700
Corpus Christi Junior College at Corpus Christi	110	$5,500
Edinburg Junior College at Edinburg	231	$11,550
Gainesville Junior College at Gainesville	154	$7,700
Hardin Junior College at Wichita Falls	327	$16,350
Hillsboro Junior College at Hillsboro	260	$13,000
Kilgore Junior College at Kilgore	512	$25,600
Lee Junior College at Goose Creek	210	$10,500
Paris Junior College at Paris	382	$19,100
Ranger Junior College at Ranger	83	$4,150
San Angelo Junior College at San Angelo	194	$9,700
San Antonio Junior College at San Antonio	227	$11,350
South Park Junior College at Beaumont	443	$22,150
Temple Junior College at Temple	115	$5,750
Texarkana Junior College at Texarkana	144	$7,200
Tyler Junior College at Tyler	187	$9,350
University of Houston, Junior College Division	452	$22,600
Victoria Junior College at Victoria	115	$5,750
TOTAL Public Junior Colleges	**4,818**	**$258,350**
Proposed Appropriation for Biennium	**$516,700**	

Bill 116 (1939) provides a starting point for the current analysis. Although it is not the purpose of this work to provide a history of each college, the analysis will provide an historical overview of the colleges in Texas; it will be noted when each college was included in the state appropriation. Several of the institutions that were included in Senate Bill 116 exist today as public universities, not as community colleges. South Park

Junior College at Beaumont became Lamar University (Lamar, n.d.). Hardin Junior College at Wichita Falls is now Midwestern State University (Midwestern, n.d.). The University of Texas-Pan American started out in 1927 as Edinburg College with about 200 students (UT-Pan Am, n.d.). San Angelo College was established in 1928 as a two-year college. In 1965, the college became a senior institution, and it was renamed Angelo State University (Angelo, n.d.). Table 2-3 provides an overview of the development of community colleges in Texas. As shown, a distinction is made in this report between the institutions that began as junior colleges and later became universities (see 2-year to 4-year column) and the public institutions that continue as community colleges today (see Total CC column). By 1960, this distinction is unnecessary since the Texas Legislature funded only current community college districts. It should be noted that throughout this study, the author refers to the 50 community college districts in Texas rather than the total number of community colleges. The American Association of Community Colleges (AACC, 2005) indicates that there are 66 public two-year institutions in Texas; the Texas Higher Education Coordinating Board (THECB, n.d.) lists 76 public two-year colleges. Included in the total of both AACC and THECB are the four campuses of the Texas State Technical College System and the three Lamar State two-year institutions. All of the

Table 2-3. Community Colleges in Texas: 1940-present

Decade	Added	Closed	Existing	Total CC	2-year to 4-year	TOTAL	
						Texas	U.S.
Prior to 1940			16	16	5	21	238
1940-49	10		16	26	5	31	330
1950-59	4	1	25	28	4	32	412
1960-69	12		28	40	0	40	909
1970-79	7		40	47	0	47	1,058
1980-89	2		47	49	0	49	1,108
1990-99	1		49	50	0	50	1,155
2000-present	0		50	50	0	50	1,195

revenue for these seven institutions is appropriated by the state; therefore, they are excluded from this analysis. Eliminating seven public institutions leaves a total of 59 public institutions if the AACC list is used and 69 institutions if the THECB list is used. The difference comes from the treatment of campuses within multi-campus systems. Most of the community college districts in Texas have multiple campuses. However, the multiple campuses are reported as separate entities to state and federal agencies for some systems, but not all. For example, the seven colleges in the Dallas County Community College District are counted separately in the AACC and the THECB data sets. The THECB data set also includes the multiple campuses at the North Harris Montgomery Community College District and the Tarrant County District. Further complicating the matter is the fact that many districts, including the large districts in Austin and Houston, have multiple campuses, but report the district's data as a single college. For the purpose of this study, it made sense to focus on the fifty community college districts in the state since the Texas Legislature funds public community colleges at the district level and does not make any distinction between districts with multiple campuses.

At the time of their founding, most of the colleges listed in Table 2-2 were located in rural Texas. Gleaning from the published histories of several of these colleges (Bailey, 1999; Botts, 2000; Cross & Glover, 1985; Faulk, 1996; Melugin, 2000a; Melugin, 2000b; Schmidt, 1958; Taylor, 1979), access to higher education was the main reason for their establishment. The majority of these rural communities were too far from the major colleges and universities in Texas. Consistent with the mission of Harper and Brown's first community college in Illinois, Texas community colleges provided access to higher education to students in rural Texas who did not have the opportunity or the finances to attend a university.

While access was the main reason for establishing community colleges in Texas, there were several other reasons for their existence (Bailey, 1999; Botts, 2000; Cross & Glover, 1985; Faulk, 1996; Melugin, 2000a; Melugin, 2000b; Schmidt, 1958; Taylor, 1979). First, the citizens in rural Texas were concerned about the moral environment for students. Communities that established community colleges were motivated to provide the first two years of college in the students' hometown to allow them to mature and not face the moral challenges of a university town. Second, the communities established community colleges for financial reasons. These institutions saved students and parents money. The cost of attending a community college was lower than that of a university since basic tuition was lower, plus the student could live at home. This provided the local community an economic boost. For example, the founders of Hill College projected a $1,000 per student economic boost to the community with the addition of the college (Faulk, 1996, p. 4). A third reason for establishing a college was to enhance the culture of the community. Faculty recruited by the local community college enhanced the educational level of the community and many of the activities of the college provided cultural opportunities for citizens (e.g., theater, music, etc.). Finally, the initial colleges in Texas were established as a matter of civic pride. For example, Tyler Junior College was founded in 1926 in part because of an editorial in the local newspaper which reminded Tyler citizens that "lesser communities like Hillsboro and Paris already had community colleges" (Cross & Glover, 1985, p. 7).

As has already been mentioned, all of the early community colleges were created through local initiative and without state support. In essence, these institutions were extensions of the local public school systems. Providing adequate financial support for the operation of the college was one of the major challenges facing each of these communities. *Junior College Standards* published by the Texas Junior College

Association in 1939 included guidelines for financial support of the institutions. According to the association, each institution should be able to raise $10,000 each year from sources other than student tuition and fees. The association also recommended that instructional expenditures be no less than $100 per student. From the review of published histories, the colleges included in the first state appropriation raised funds from two sources prior to receiving state support in 1941: 1) student tuition and fees and 2) ad valorem property taxes. As is the case today, each college district set the tuition and fees for the students. Examples of how much students were charged to attend a community college include North Central Texas College's initial tuition of $25 per 3-month semester in 1924, Tyler Junior College's tuition of $62.50 per semester with a $25 matriculation fee in 1926, and Hill College's $100 tuition for the entire school year in 1923.

In 1929, the Texas Legislature passed House Bill 10 which allowed a city with a property valuation of $12 million or more to establish a junior college district which would not be part of the public school system. Amarillo College was the first college founded under this law. The tax districts of some of the other early college districts were based on the boundaries of one school district, several school districts, or the county. All of the colleges depended on financial support from the citizens of the local community. The example of Blinn College provides insight into the financial struggles facing these early colleges.

Blinn College started as a private institution in 1883. In 1935, an attempt was made to secure the approval of the citizens of Washington County for an ad valorem tax and turn Blinn College into a public institution. County residents rejected the measure by 280 votes. The president at the time, Charles Schmidt, wrote in his history of Blinn College (1958) that "the thought was uttered by several members of the board that if I could keep things going till the next commencement, that there would be nothing left to

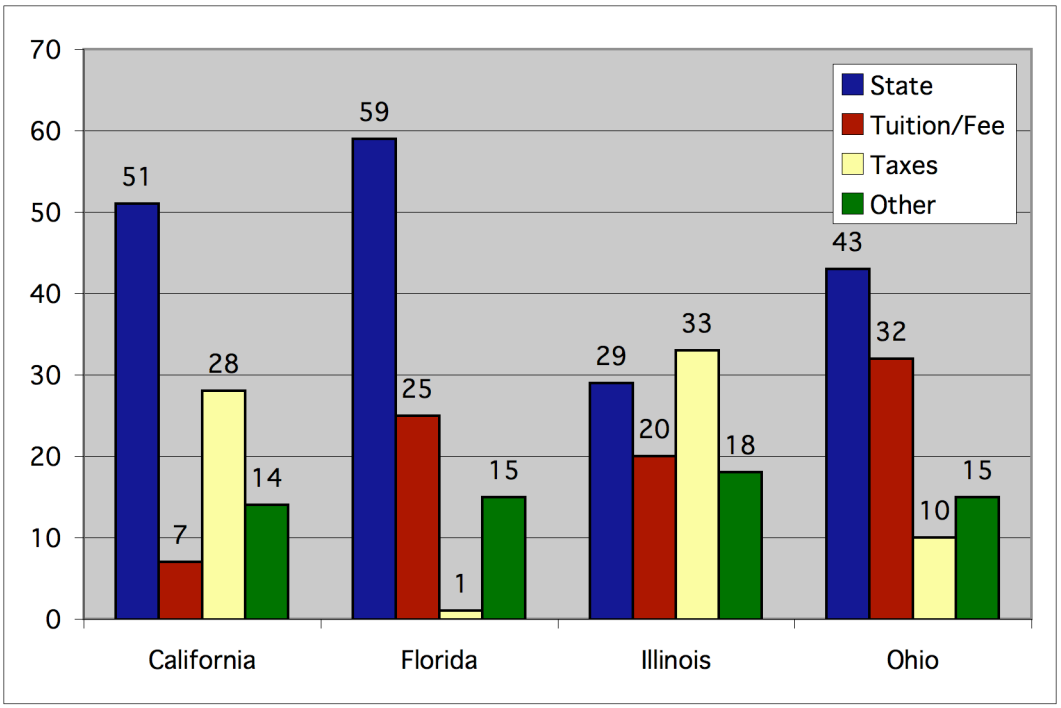
do but to pay what debts could be paid and then close the doors of Blinn College…If I could help it, I was certainly not going to be the undertaker to prepare the college for her funeral" (pp. 49-50). President Schmidt secured enough support in the county to proceed with another tax referendum in 1937. The main reason given for supporting the referendum was student access. The College was in the middle of a large school territory and many students would be "deprived of all college advantages" (Schmidt, 1958, p. 51) if the school had to close. The citizens in the county gave overwhelming approval of the $.10 per $100 valuation tax by a vote of 1208 to 821. The local tax base allowed the college to avoid closing and move to solid financial ground.

Four years after Blinn College established a local tax base, the 47th Texas Legislature passed S.B. 163 (1941), the first appropriations bill for public community colleges. The bill appropriated $50 for each full-time student to twenty-two public institutions. The bill included the 20 public community colleges and one university listed in Table 2-2 plus Cisco Junior College which had been authorized as a public community college by the Legislature (Shirley, 1970). The total appropriation for the biennium (FY 1942, FY 1943) was $650,000. This state appropriation was the starting point for community college funding in Texas. The next section moves the discussion to the relationship among the various revenue sources community colleges utilize.

RELATIONSHIP AMONG REVENUE SOURCES

As a sector of higher education, public community colleges obtain revenue from three major sources: state government, local taxpayers, and student tuition and fees. The mix of these three revenue sources varies from state to state (see Figure 2-1). According

Figure 2-1. Community College Revenue Sources, FY 2001



to the American Association of Community Colleges (AACC, 2003), California community colleges rely on state government for 51 percent of their operating revenues, tuition and fees account for seven percent of the total, and local property taxes provide 28 percent. Florida community colleges rely more on state government (59 percent of total operating revenues) and on student tuition (25 percent), but much less on local property taxes (1 percent). Of the four states shown in Figure 2-1, Illinois is the most balanced. Operating revenues are divided between local property taxes (33 percent), state appropriations (29 percent), and student tuition and fees (20 percent). In Ohio, operating revenue is generated mostly from state funds (43 percent) and student tuition and fees (32 percent). Local property taxes account for 10 percent of the revenue in Ohio (AACC, 2003).

Similarly, Texas public community colleges receive various proportions of their operational revenue from state appropriations, tuition and fees, and property tax revenue. This section will first discuss two trends in higher education funding related to changes in proportion of funds to higher education in general and then provide an overview of the three main revenue sources as they relate to community college funding in Texas.

Trends in the Funding of Higher Education

Recent trends indicate a shift in the funding of public institutions of higher education. First, more of the cost of attending a college or university has shifted to the student due to a decrease in the proportion of institutional revenues provided from state appropriations. A report of the Blue Ribbon Commission on Higher Education of the National Conference of State Legislatures (NCSL) urged state legislators to "rethink" funding. The Commission reported that "states are shifting the burden of paying for higher education from the state to the family and the institutions. States now pay less of the total cost of higher education and students and families pay more" (NCSL, 2006, p. 7). In 2002, thirty-seven states made midyear cuts to higher education budgets. The average cut was five percent although in some states the cuts were much higher. Oklahoma, South Carolina, and Wisconsin had 10 percent cuts while the higher education budget in Colorado was cut by 26 percent (Potter, 2003). In Texas, institutions received a seven percent midyear cut. For the 2004-2005 biennium, Texas institutions of higher education were appropriated from 2.2 percent less to 22.6 percent less (DuBose, 2003). In recent years, it appears that appropriations of state general revenue funds for institutions of higher education have rebounded; the Center for the Study of Education Policy at Illinois State University reports a national increase of seven percent for fiscal year 2007. Even with the increase in state funds, tuition and fees have continued to increase for students. In 2003, *The Chronicle of Higher Education* reported that tuition

increases were the largest in the last 30 years (Arnone, 2003). The annual tuition and fee study by the *College Board* (2007) indicated that 2007-08 tuition and fees at public community colleges were 4.2 percent higher than in 2006-07 and 41 percent higher than tuition and fees in 2002-03. A report by the Department of Education stated that tuition and fees have increased in the last two years at a much slower rate than earlier in the decade (Ashburn, 2007).

A second trend in the financing of higher education is unique to community colleges. As was mentioned earlier, community colleges in Texas (along with those in several other states), generate tax revenue from taxing districts established by local communities. To offset the decrease in the proportion of state appropriations and to limit the increase in the cost of higher education to students, many community college districts in Texas have increased property tax rates. According to the Texas Association of Community Colleges (TACC, 2004), fiscal year 2004 was the first time that institutional revenues from local property taxes were greater than state appropriations for Texas community colleges. For fiscal year 2006, the trend continued with state appropriations at $811 million and local tax revenues generating $881 million.

Revenue Sources of Texas Public Community Colleges

An overview of each revenue source will be provided below. Then, the discussion will focus on the policy issue that emerges when the two trends discussed above are applied to the operating funds of Texas public community colleges.

Tuition and Fees

The board of each community college district sets the institution's tuition and fee structure. Tuition and fee revenues are considered institutional funds and are not appropriated by the state. Tuition and fee rates vary from institution to institution. Table

2-4 summarizes the average tuition and fee rates across the 50 districts for Fall 2007 for a student enrolled for 12 semester credit hours. Appendix A provides a complete listing of tuition and fees for each of the districts.

Table 2-4. Texas Public Community College Tuition and Fees, Fall 2007

	In-District Resident	Out-of-District Resident	Non-Resident
Average Tuition (FY 2007)	$432	$622	$1,150
Average Fees (FY 2007)	$251	$377	$376
Total Avg. Tuition & Fees	$683	$1,000	$1,526
Average Tuition/SCH	$36	$52	$96
Average Fees/SCH	$21	$31	$31
Total Avg. Tuition & Fees/SCH	$57	$83	$127

Source: TACC Survey (2007b)

Property Taxes

Each community college board is required by state law to levy annual ad valorem taxes for the maintenance of district facilities. A board may issue bonds for the construction of school buildings and to purchase land. The state caps the bond rate at $.50 per $100 valuation of taxable property in a district. The bond rate, if any, together with the annual maintenance tax rate cannot exceed $1 per $100 valuation of taxable district property (*Texas Education Code*, §130.122). Many districts have imposed caps on tax rates as well. In 2007-08, the average Maintenance and Operation tax rate (M&O) was $.135 and the average bond (debt) rate was $.014 per $100 valuation. Only 23 colleges have a bond (debt) rate for FY 2008; the average for these colleges is $.03 per $100 valuation. Twelve of the fifty community college districts in the state had tax rates that were at or near their cap during FY 2007. Appendix B provides further information on property taxes: the results of TACC's 2007-08 Tax and Valuation survey and a table

showing property tax caps for each community college district based upon 2006-07 taxes (TACC 2006a, 2007a). In addition, Appendix B provides a map of the taxing districts in Texas.

State Appropriations

The Texas Legislature appropriates general revenue funds to public community colleges. The majority of these funds are based on a community and technical college funding formula. The Legislature limits the use of these funds to cover instructional and administrative costs. A rider in the *General Appropriations Act* of the 80th Texas Legislature (2007) restricted the use of formula generated funds to "the payment of the following elements of cost: instruction, academic support, student services, institutional support, organized activities, and staff benefits associated with salaries paid from general revenue" (p. III-183). The role of the formula system in the appropriations process was one of the major questions this research answers. The next major section of this chapter will provide an extensive discussion of the formula. For the present discussion it is important to simply note that the formula system is an integral component of the appropriation process.

Coordinating Board Recommendations. The Texas Higher Education Coordinating Board makes recommendations for appropriations support to the Texas Legislature. A formula advisory committee made up of community college administrators, faculty members, and citizens first makes a funding recommendation to the Commissioner of Higher Education based on the community and technical college formula. The Commissioner then recommends a set of formula rates to the Coordinating Board. Typically, the Coordinating Board accepts the Commissioner's recommendation. The recommendation of the Coordinating Board is forwarded to the Legislature through the Legislative Budget Board and the Governor's budget office.

Legislative Action. The Texas Legislature, which meets every two years in January of each odd-numbered year, ultimately decides the amount of general revenue that will be appropriated to community colleges. The Legislature passes an appropriation bill for a two-year biennium for all state agencies and institutions of higher education in Texas. The current practice of the Legislature is to utilize the formula system as a means for distributing funds for public community colleges rather than using the formula as a basis for the appropriations. Once the Legislature has decided on the total amount for the appropriation to community colleges, the Legislative Budget Board determines the actual appropriation for each community college district based on the formula rates provided by the Coordinating Board. Appendix C provides a summary of the formula funds provided by the 80th Texas Legislature (2007).

Central Policy Issue

The trends mentioned previously (the decrease in the proportion of institutional revenues from state appropriations, the increase in the proportion of institutional revenues from student tuition and fees, and in the proportion of institutional revenues from property taxes) are evident in Texas. The state's share of community college funding in FY 2006 was 30 percent as compared with 60 percent in FY 1984 (LBB, 2007; TACC, 2006b). Community college boards raise local funds through tuition and fees and property taxes to defray the expenses associated with construction and maintenance of their colleges' physical plants. In FY 2006, tuition and fees accounted for 19 percent of Texas community college revenue, as compared with 13 percent in FY 1984 (LBB, 2007; TACC, 2006b). Similarly, property taxes accounted for 27 percent of revenue in FY 2006 but only 13 percent in FY 1984 (LBB, 2007; TACC, 2006b).

At the heart of this discussion of each revenue source is a question of policy: how much should the state/student/local taxpayer provide? Such a policy agreement exists in

Texas, but there are different views concerning its exact nature. The Texas Association of Community Colleges (TACC) has taken the position that the proportions of institutional revenues in FY 1984 (State Appropriations – 60 percent, Tuition and Fees – 13 percent, and Property Taxes – 13 percent) were reflective of the historical compact between the state and the community colleges. "The historical compact between the colleges and the state is based on the principle that the state would pay for the cost of instruction and the community would fund the physical plant and non-instructional costs" (TACC, 2006c, p. 5). Current law indicates that the state should appropriate "an amount sufficient to supplement local funds for the proper support, maintenance, operation, and improvement of public junior colleges of Texas" (*Texas Education Code* §130.003a). The *Education Code* also restricts the use of the funds provided by the state. "All funds allocated under the provisions of this code, with the exception of those necessary for paying the costs of audits as provided, shall be used exclusively for the purpose of paying salaries of the instructional and administrative forces of the several institutions and the purchase of supplies and materials for instructional purposes" (*Texas Education Code* §130.003c). The Texas Higher Education Coordinating Board's *Challenge for Excellence: A Blueprint for Progress in Higher Education* provided the only other known written documentation on this subject that was available at the onset of this study. The *Blueprint* states:

> The Board urges the state to finance the transfer-level curriculum by a method based on a formula system which would determine state appropriations in four areas of instructional costs (general administration and student services, faculty salaries, departmental operating expenses, and library). Such a state policy would permit new as well as existing districts to use local tax funds and tuition for construction and operation of physical plants and maintenance of facilities.
>
> The Board recommends that recognition be given to the necessity of funding of quality technical-occupational programs by the state through an approved formula

> system. This approach to financing could be used to develop a line-item appropriation similar to the transfer-level programs. (THECB, 1969, pp. 6-8)

From the Coordinating Board's *Blueprint*, it appears that the state should be responsible for the instructional costs and the local funds should be used for the operation of the physical plant and maintenance of facilities. However, as mentioned previously, the state's obligation in statute is to provide an amount "sufficient to supplement local funds." One assumption of this research was that providing for the funds for Texas community colleges is a shared responsibility between the state, local taxpayers, and community college students. The nature of this relationship between the three revenue sources as it has evolved from 1941 to 2006 is one of the major questions of this study.

THE COMMUNITY AND TECHNICAL COLLEGE FORMULA

The formula system for community and technical colleges was introduced in 1973, by the 63rd Texas Legislature. The formula system replaced the previous allocation method which was based on a fixed dollar amount per full time student. The mechanics of the community and technical college formula have remained fairly stable since its inception.

Mechanics. The process for calculating the community and technical formula is relatively straightforward. Representatives from each community college district (along with the four colleges in the Texas State Technical College System and the three state colleges from Lamar University) complete a *Report of Fundable Operating Expenses* (RFOE) which is based on the district's Annual Financial Report. The total expenses included on the RFOE must match the Total Unrestricted Educational Activities plus the Depreciation Expense of Equipment and Furniture found in Schedule B of each community college district's *Annual Financial Report* (see Appendix D). Expenditures

Table 2-5. Classification of Instructional Programs for Formula Instructional Fields

#	Instructional Fields	First 2,4, or 6 Digits of CIP Code*
1	Agriculture	01,03
2	Architecture and Precision Production Trades	04, 47.08, 48
3	Biology, Physical Sciences, and Science Technologies	26, 40, 41
4	Business Management, Marketing, and Administrative Services	11.0202, 11.05, 11.09, 22.03, 51.07, 52
5	Career Pilot	49.0102
6	Communications	09, 10, 13.05
7	Computer and Information Sciences	11*
8	Construction Trades	46
9	Consumer and Homemaking Education	12, 13*, 19
10	Engineering	14
11	Engineering Related	15
12	English Language, Literature, Philosophy, Humanities & Interdisciplinary	23, 24, 25, 30, 32*, 38
13	Foreign Languages	16
14	Health Occupations-Dental Assisting, Medical Lab, & Associate Degree Nursing	51.0601, 51.0802, 51.1000, 51.1601
15	Health Occupations-Dental Hygiene	51.0602
16	Health Occupations-Other (Excludes Dental hygiene, Dental Assisting, Medical Lab, Associate Degree Nursing, Vocational Nursing, and Respiratory Therapy)	51*
17	Health Occupations-Respiratory Therapy	51.0908
18	Health Occupations-Vocational Nursing	51.1613
19	Mathematics	27, 32.0104
20	Mechanics and Repairers-Automotive	47*
21	Mechanics and Repairers-Diesel, Aviation, Mechanics & Transportation Workers	47.0605, 47.0607, 47.0608, 47.0609, 49
22	Mechanics and Repairers-Electronics	47.01, 47.02
23	Physical Education and Fitness	31, 36.0108, 36.0114
24	Protective Services and Public Administration	22*, 43, 44
25	Psychology, Social Services, and History	42, 45, 54
26	Visual and Performing Arts	50
	Non-State Funded	*02, 05, 08, 20, 21, 28, 29, 33, 34, 35, 36*, 37, 39, 99*

Source: THECB

*The four and six-digit CIP codes, when listed separately, are not included in their corresponding two-digit CIP code funding area.

are reported based on 26 instructional fields that follow the Classification of Instructional Programs (CIP), developed by the U.S. Department of Education to provide a consistent classification system for instructional programs. Table 2-5 provides the 26 instructional fields with the CIP code(s) for each field. At the inception of the formula, the instructional programs were based on HEGIS codes (Higher Education General Information Survey) and separated into academic and vocational-technical categories. CIP codes have been used to classify instructional programs since 2001.

The Texas Higher Education Coordinating Board determines a median cost for each of the 26 instructional fields based on the RFOEs from all the colleges. The formula rate consists of three components: the median faculty salary rate for each instructional field, the median departmental operating expense for each instructional, and the median allocated rate. The departmental operating expense is basically all department program costs other than faculty salaries. The allocated rate is based on the median costs of student services, academic support, scholarships/fellowships, equipment depreciation, and staff benefits and is the same for each of the 26 instructional fields. Table 2-6 provides an example of the formula rates for three fields: English, Dental Hygiene, and

Table 2-6. Example of Median Costs/Formula Rates

Elements of Cost	**English**	**Dental Hygiene**	**Engineering**
Faculty Salaries	2.87	8.27	5.07
Departmental Operating Expense	0.73	3.72	2.35
Allocated Rate	2.88	2.88	2.88
Formula Rate	**6.48**	**14.87**	**10.30**
Critical Field: Add 10 percent		1.49	1.03
RFOE Formula Rate	**6.48**	**16.36**	**11.33**

Engineering from the FY 2005 RFOE. The FY 2005 RFOE was the basis for the formula appropriation for FY 2008 and FY 2009. It should be noted that the formula rates for FY 2008 and FY 2009 included a ten percent add-on for disciplines that were designated as

critical fields by the Coordinating Board. This is the first time the critical field adjustment has been used in the Texas community college formula. As Table 2-6 demonstrates, the result of the differences in faculty salaries and departmental operating expenses across the disciplines yields a different median cost (or formula rate) per contact hour for each respective discipline. Median costs (or formula rates) for each of the 26 funding categories are provided in Table 2-10. Appendix D provides additional information about the RFOE detail and how the formula rates are derived.

In Texas, the enrollment for each of the 26 instructional programs is captured by the contact hour—the amount of time students spend in class with the instructor. For instance, a typical three semester credit hour course would generate 48 contact hours per student enrolled (3 days a week X 1 hour per class meeting X 16 week semester = 48 contact hours). A base year counting period is used to determine enrollment levels. The base year for the 2008-09 biennium was the contact hours generated during the Summer 2006, Fall 2006, and Spring 2007 terms. For example, the contact hours for English, Dental Hygiene, and Engineering are provided in Table 2-7.

Table 2-7. Example of Base Year Contact Hours

	English	Dental Hygiene	Engineering
Base Year Contact Hours	37,171,374	390,277	124,895

The total formula amount is determined by multiplying the formula rates by the number of contact hours for each of the 26 instructional programs. Table 2-8 provides an

Table 2-8. Example of Full RFOE Costs of 3 Instructional programs

	English	Dental Hygiene	Engineering
RFOE Formula Rate	6.48	16.36	11.33
Base Year Contact Hours	37,171,374	390,277	124,895
RFOE Formula (Annual)	240,870,504	6,383,761	1,415,060
RFOE Formula (Biennium)	481,741,007	12,767,522	2,830,121

illustration using the English, Dental Hygiene, and Engineering funding categories from the 2005 RFOE, the basis for appropriation for FY 2008 and FY 2009. The more contact hours generated by an instructional program, the more funds are generated for the college. Instructional programs with higher formula rates (e.g., dental hygiene) obviously generate more funds. As shown in Table 2-8, the amount generated by the formula for each year of the biennium was $240.9 million for English, $6.4 million for Dental Hygiene, and $1.4 million for Engineering. For the 2008-09 biennium, the total

Table 2-9. Mix of Contact Hours Example

	Contact Hours		RFOE	TOTAL FORMULA	
Instructional Fields	College A	College B	Rate	College A	College B
Career Pilot	-	2,000	23.45	-	$93,800
Health-Dental Hygiene	-	10,000	14.87	-	$297,400
Engineering	5,000	10,000	10.30	$103,000	$206,000
Health-Dental Asst	-	10,000	9.96	-	$199,200
Mechanics-Diesel	2,000	10,000	9.31	$37,240	$186,200
Respiratory Therapy	-	10,000	9.26	-	$185,200
Architecture	10,000	10,000	8.82	$176,400	$176,400
Mechanics-Electronics	3,000	10,000	8.52	$51,120	$170,400
Construction Trades	-	10,000	8.20	-	$164,000
Mechanics-Automotive	3,000	5,000	7.60	$45,600	$76,000
Computer	10,000	20,000	7.57	$151,400	$302,800
Visual Arts	2,000	1,000	7.54	$30,160	$15,080
Physical Education	5,000	2,000	7.42	$74,200	$29,680
Health -Other	-	10,000	7.39	-	$147,800
Communications	20,000	5,000	7.30	$292,000	$73,000
Agriculture	-	4,000	7.25	-	$58,000
Vocational Nursing	-	10,000	6.89	-	$137,800
Engineering Related	5,000	10,000	6.82	$68,200	$136,400
Protective Services	2,000	5,000	6.81	$27,240	$68,100
Business Management	20,000	-	6.58	$263,200	-
Eng Language	30,000	10,000	6.48	$388,800	$129,600
Biology	20,000	10,000	6.19	$247,600	$123,800
Consumer Education	-	10,000	6.14	-	$122,800
Mathematics	20,000	10,000	6.11	$244,400	$122,200
Foreign Languages	20,000	2,000	5.97	$238,800	$23,880
Psychology	23,000	4,000	5.63	$258,980	$45,040
TOTAL	200,000	200,000		**$2,698,340**	**$3,290,580**

cost—referred to by some as "full formula funding"—was $3.3 billion for all 50 community college districts. It is interesting to note that the mix of contact hours across

the 26 instructional programs is important. Table 2-9 presents data for two hypothetical colleges to illustrate this point. Although both institutions have the same number of contact hours, the amount of dollars generated by the formula rates is significantly different because College A represents a transfer curriculum oriented college while College B has more of an emphasis on technical training.

Percent of Formula. One question that is regularly asked by policy makers and community college officials concerning the formula is: what percent of the formula was funded? This refers to the fact that the Coordinating Board may recommend different formula rates than those produced by the RFOE, and/or the Legislature may decide not to fund the total amount generated by the formula. Table 2-10 shows three sets of formula rates. All of these formula rates are based on the FY 2005 RFOE that was used for the formula appropriation by the 80th Legislature for FY 2008 and FY 2009. The first set of rates was generated directly from the RFOE. As shown in Appendix E, the amount generated by these RFOE rates was $3.35 billion dollars. The rates recommended by the Texas Higher Education Coordinating Board to the 80th Legislature were lower than the RFOE rates because the Coordinating Board's recommendation deducted the amount community colleges collected for tuition and fees. These rates generated a total of $2.25 billion (see Appendix E). The 80th Legislature appropriated $1.69 billion formula funds for community colleges. The funded rates listed in the final column of Table 2-9 are the rates that resulted from this level of formula appropriation. The "percent of formula" can be calculated one of two ways. If the appropriated amount ($1.69 billion) is divided by the RFOE amount ($3.35 billion), the result is 50.5 percent of the formula. This is the method the Texas Association of Community Colleges utilizes to calculate percent of

Table 2-10. Comparison of Formula Rates, FY 2008 and FY 2009

Discipline	RFOE Formula Rates	THECB Recommended	Funded to Community Colleges
Agriculture	7.25	4.86	3.66
Architecture and Precision Production Trades	8.82	5.92	4.45
Biology, Physical Sciences, and Science Tech	6.19	4.15	3.12
Business Management, Marketing, and Admin	6.58	4.41	3.32
Career Pilot	23.45	15.73	11.83
Communications	7.30	4.90	3.69
Computer and Information Sciences	7.57	5.08	3.82
Construction Trades	8.20	5.50	4.14
Consumer and Homemaking Education	6.14	4.12	3.10
Engineering	10.3	6.91	5.20
Engineering Related	6.82	4.58	3.44
Eng Language, Literature, Philosophy, et al.	6.48	4.35	3.27
Foreign Languages	5.97	4.01	3.02
Health-Dental Asst, Med Lab, & Assoc. Nursing	9.96	6.68	5.02
Health-Dental Hygiene	14.87	9.98	7.51
Health Occupations-Other	7.39	4.96	3.73
Health-Respiratory Therapy	9.26	6.21	4.67
Health-Vocational Nursing	6.89	4.62	3.47
Mathematics	6.11	4.10	3.08
Mechanics and Repairers-Automotive	7.60	5.10	3.84
Mechanics and Repairers-Diesel et al.	9.31	6.25	4.70
Mechanics and Repairers-Electronics	8.52	5.72	4.30
Physical Education and Fitness	7.42	4.98	3.75
Protective Services and Public Admin	6.81	4.57	3.44
Psychology, Social Services, and History	5.63	3.78	2.84
Visual and Performing Arts	7.54	5.06	3.81

Source: THECB

formula. A less common calculation is to divide the appropriated amount ($1.69 billion) by the THECB's recommended amount ($2.25 billion). Using this method, 75.2 percent of the formula was funded by the Legislature.

CONCLUSION

This chapter has provided a context for studying community college funding in Texas. The beginning of community college funding by the State of Texas in 1941 was

described. Current funding mechanisms have also been discussed at length. The chapter has provided an overview of the formula process—how the formula is derived and how it is used in the appropriations—as well as descriptions of the two other major revenue sources, tuition/fees and property tax revenue. In addition, recent trends in higher education funding as well as an overview of the history of Texas community colleges have provided a context for the study. The main goal of the study is to fill-in the gap between the initial state appropriation in 1941 and the current funding structure. The next chapter will describe the methods used to reach that goal.

Chapter 3: Methodology

INTRODUCTION

This chapter will detail the research methodology used to answer the research questions in this study:

- History of Community College Funding in Texas (Research Question 1). *What funds has the State of Texas provided for community colleges from 1942 to 2006?*
- History of Relationship between Revenue Sources (Research Question 2). *What has been the relationship between state appropriations, tuition and fees, and property tax revenue from 1942 to 2006?*
- History of the Formula System (Research Questions 3a and 3b). *How did the community college formula system come into being in Texas? What has been the relationship between the full cost of community college instruction, the Coordinating Board's recommendations, and the Legislative appropriations since the inception of the formula system?*

To answer these important research questions, a two-phase research process will be detailed in this chapter. The research was similar in design to other dissertations that have focused on higher education policy. Modica (2006) sought to understand how five Texas community colleges coped with significant decreases in state funding. He examined historical records and documents to establish baseline information. Then, based on the archival research, interviews were conducted with key informants to the process. Kelly (2002) used a similar method in his study of the funding of Nevada community colleges. Andes (1991) researched the Independent Colleges and Universities of Texas, Inc., the organization that represents the interests of private

colleges and universities in Texas before the Texas Legislature. Similar to Dr. Andes' research, this study was mainly descriptive in nature although it provides some interpretive analysis of the historical events associated with the funding of community colleges. As will be shown, part of the research method was an attempt to capture the interpretations of key individuals involved with community college funding.

Two general points about the research design need to be made before proceeding to the discussion of the two-phase research method. First, this study was an analysis of public policy. Fowler (2000) defines policy as "the outputs of the political system, usually in the form of rules, regulations, laws, ordinances, court decisions, administrative decisions, and other forms" (pg. 8). The outputs of the political system were the appropriations by the State of Texas to community colleges and the tuition and property tax revenue which result from the policies determined by each district's governing board. The underlying premise of the policy analysis for this research was influenced by Gill and Saunders' (1992) description of how to conduct policy analysis in higher education. Gill and Saunders suggest that policy analysis "requires an understanding of the issues, but, equally important, it requires an understanding of the higher education environment, including interrelationships of forces and structures within the environment. Policy analysis is not a discrete, self-contained activity. It is a process involving continuous review and evaluation of new information against existing information" (p. 225). Thus, this research design included a process whereby a variety of viewpoints on Texas community college funding were included in order that multiple perspectives could be considered in developing conclusions.

Second, the work of Yin (1984) helped shape the design of this study. Yin (1984) states that research methodology must match the form of research questions, the amount

of control the researcher needs, and whether or not the focus is on contemporary events (see Figure 3-1). For example, experimental research would be the method of

Figure 3-1. Relevant Situations for Different Research Strategies

Strategy	*Research Question*	*Require control?*	*Contemporary focus?*
Experiment	how, why	yes	yes
Survey	who, what, where, how many, how much	no	yes
Archival Analysis	who, what, where, how many, how much	no	yes/no
History	how, why	no	no
Case Study	how, why	no	yes

Yin (p. 17, 1984)

choice if the researcher's question is "how and why," there is a high need for control, and the research topic is a contemporary event. As detailed in the preceding pages, the goal of this research was to bridge the gap between 1941 and the present time in our understanding of community college funding. Two basic questions needed to be answered: "what happened?" and, "why did it happen?" Using Yin's typology, possible research methods can be pinpointed. This research did not require control nor did it have a contemporary focus. Archival Analysis and History are two strategies that can accommodate these parameters. Archival Analysis is an appropriate method for answering the "what happened?" question. The History strategy can answer the "why did it happen?" question. While this research was a policy analysis within the parameters of Gill and Saunders (1992), the Archival Analysis and History components described by Yin were included in the design as well.

DESIGN OF THE STUDY

A two-phase research process was used to conduct the policy analysis of community college funding in Texas. The first phase focused on documenting:

- the state appropriations (including both formula and non-formula funds) to community colleges from 1942 to 2006,
- the amount of property tax revenue each community college generated from 1942 to 2006,
- the amount of tuition and fee revenue each community college generated from 1942 to 2006,
- the number of students enrolled at each community college district from 1942 to 2006, and
- the number of contact hours generated by each community college district from 1942 to 2006.

Both primary and secondary documents related to Texas community college funding were examined. The primary sources included *The General Appropriations Act* of the Texas Legislature since 1939, the formula documents of the Texas Higher Education Coordinating Board, and the historical records of the Texas Association of Community Colleges (TACC). The secondary sources included: community college histories (both published and unpublished) and government documents published by the Texas Legislature, the Legislative Budget Board, the Texas Comptroller, and the Texas Higher Education Coordinating Board (THECB). The goal of the first phase was to generate a comprehensive database with revenue data (state appropriation, tuition/fee, and property tax), enrollment data (headcount and contact hours), and formula data (cost study, formula recommendations, formula rates, and formula multipliers).

Upon completion of the first-phase of this research, the database was incomplete. The *General Appropriation Act* for each biennium was located and all funds made to community colleges were documented. However, funds to specific colleges from 1942 to 1955 were not provided in the bill; only the total amount appropriated to all colleges was given. The collection of other revenue data was not as comprehensive as the appropriation amounts. Tuition and Fee revenue was identified for the following time periods: FY 1965, FY 1975, FY 1979 to FY 2005. Two different types of property tax data were located: actual and projected. The actual property tax revenue data found in government records covered the following time span: FY 1975, FY 1979 to FY 2005. The projected property tax data was generated from the annual property tax survey conducted by the Texas Association of Community Colleges. Fall enrollment records were located from 1953 to 1964 (source: TACC archives), 1973 to 1976 (sources: TACC archives and THECB records), and 1981 to 2006 (source: THECB records). One of the problems encountered was the availability of historical formula data at the Texas Higher Education Coordinating Board (THECB). THECB staff members were helpful in assisting the researcher in locating historical files, but, as noted in Appendix F, files are only kept for ten years.

In an effort to fill in the gaps in the database, a revenue spreadsheet and an enrollment spreadsheet were prepared for each of the Texas community college districts (see Appendix G for an example). The rationale for using two spreadsheets (rather than one) was that individuals in different divisions of the colleges would most likely provide the missing revenue and enrollment information. For example, staff in the business office would probably complete the revenue spreadsheet while staff from the institutional research office or the registrar's office would probably complete the enrollment spreadsheet. The two spreadsheets were customized for each college and contained the

data gleaned from the archival research. Staff at each institution were asked to review the archival revenue and enrollment data with the records at the college district. If the archival numbers were accurate, no further information was needed. If the archival numbers were inaccurate or nonexistent, the institution was asked to provide that information. For example in Figure 3-2, the state appropriations for a community college

Figure 3-2. Sample of Revenue Worksheet

1990-1999				
	FY 90	FY 91	FY 92	FY 93
Formula Appropriation per FY	39,167,566	39,117,566	38,458,201	38,458,201
Formula Funds Received				
Group Health Insurance per FY				
Other State Contracts/Grants				
Additional Appropriated Funds	FY 90	FY 91	FY 92	FY 93
New Library	350,000	350,000	311,500	311,500
Agribusiness Center			111,250	111,250
Additions/Corrections to Additional Appropriated Funds:				

district were provided. For FY 1992, the institution was asked to verify the formula appropriation amount ($38.4 million) and that special item funds were provided for a New Library and an Agribusiness Center. In addition, each institution was asked to provide information on group health insurance funds appropriated by the state and any other state contracts/grants the college received. Similar spreadsheets were provided for the other revenue areas and for the enrollment data. The results of this attempt to collect additional historical data were poor. Twenty of the fifty districts responded with either

enrollment or revenue data. Nine districts completed both surveys although not all of them had complete historical data. As will be discussed later, one of the issues with the development of the formula system was a lack of comprehensive and consistent record keeping at the institutions. Many colleges were unable to provide historical data. Due to the low response rate, the use of this data was limited to examples of specific colleges or a group of colleges rather than completely filling the gaps in the archival search.

The second phase of the research attempted to assess "why" the historical record appeared the way it did. For this second phase, key individuals with knowledge of community college funding in Texas were contacted for open-ended interviews with the researcher. The pool of potential interviewees was limited to the individuals who had had key roles in the formulation of state policy for community college funding in the past. Initially, 13 individuals were identified who met this criterion. The number of interviewees was expected to increase as the interviewees reported additional individuals who should be consulted. The pool of interviewees grew to 18 and included current and former community college presidents, Texas Association of Community Colleges staff, Coordinating Board officials, other governmental officials, and others who were familiar with the Legislature and community college funding.

The following procedures were utilized during the interviews. Each potential participant was first contacted by either telephone or email and asked if he/she would like to participate. If the potential participant did not agree to participate, the researcher made no additional contact with the individual. If the potential participant agreed to participate, a date, time, and method (either in person or on the phone) for the interview were set. Prior to the interview, each participant was mailed a packet with a brief

Figure 3-3. Interview Questions

1. Looking back on your experience with the State of Texas and community colleges, what were the key events in the development of community college funding from your perspective as (position of interviewee)?

2. Why, in your opinion, does the State of Texas fund community colleges (currently at $1.6 billion per biennium)?

3. Current law indicates that the state should appropriate "an amount sufficient to supplement local funds for the proper support, maintenance, operation, and improvement of public junior colleges of Texas" (*Texas Education Code* §130.003). What do you think "sufficient to supplement" means?

4. In many Texas Association of Community College (TACC) publications, a phrase similar to the following is offered: "Providing for community colleges has been a shared responsibility between the state (through formula funds) and local revenue sources (tuition and fees and ad valorem tax revenue)."
   -What is your reaction to this statement?
   -What is your understanding of the agreement between the state and the community colleges regarding the funding of community colleges?
   -What do you base this understanding on?

5. Formula funding:
   -When was the funding formula developed?
   -How was the funding formula developed?
   -Why was the funding formula developed?

6. What insight can you provide about the history of tuition and fees at Texas community colleges?

7. What insight can you provide about the history of property tax valuation and tax rates at Texas community colleges?

8. What other insight can you provide on community college funding in Texas?

cover letter, a consent form, a list of the questions the interviewee would be asked, and two pages of preliminary data results from the first-phase of the research; a sample packet is provided in Appendix H. The open-ended questions asked of each interviewee are listed in Figure 3-3. Each interview was digitally recorded and lasted between 30 and 90 minutes. Prior to conducting the interviews, the researcher pre-tested the interview protocol with two individuals who had current knowledge of community college funding.

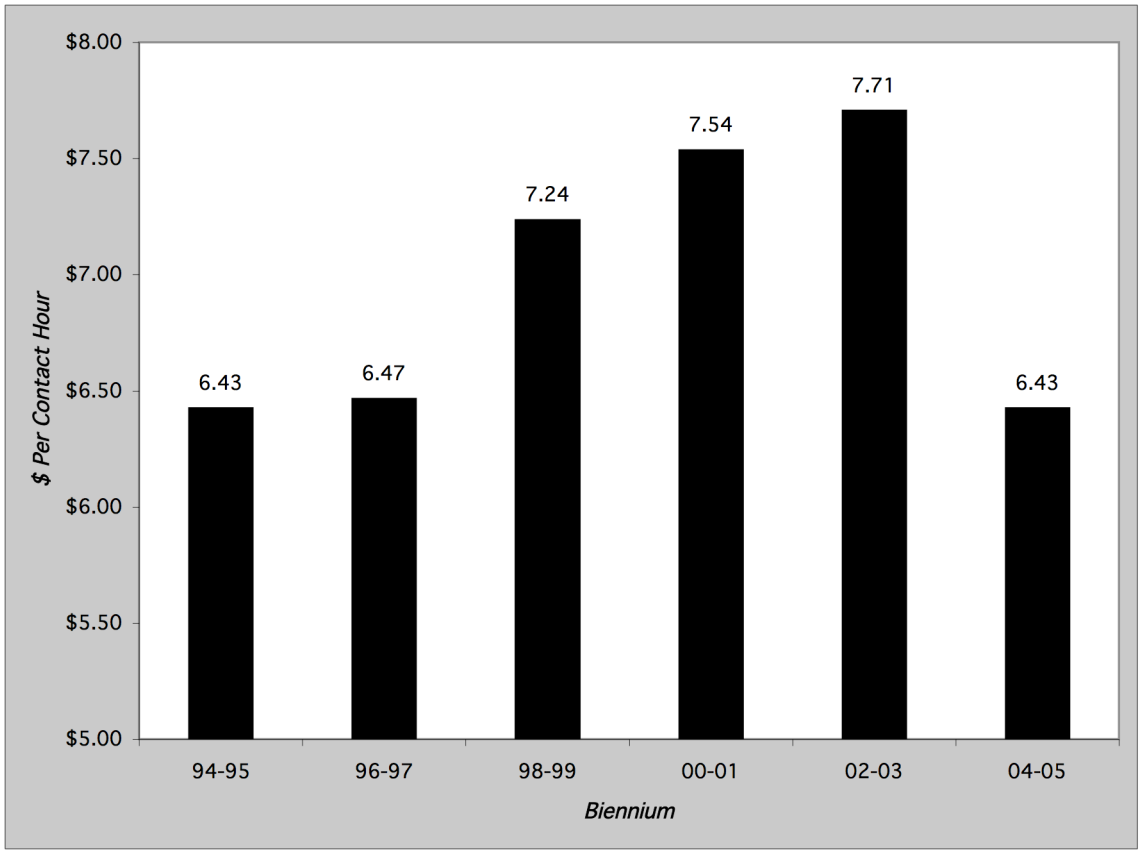
For the interviews, a total of 18 individuals were contacted. Four people declined to participate in the study. One individual declined to be interviewed, but provided written responses to the interview questions. Thirteen interviews were conducted in July

and August of 2007. One of the interviewees declined the request to have the interview recorded, but did allow the researcher to take extensive notes. Two interviews were not recorded due to equipment malfunction. Detailed notes were compiled during both interviews and one of the two respondents provided written responses to the questions.

The notion that policy analysis "is a process involving continuous review and evaluation of new information against existing information" (Gill and Saunders, 1992, p. 225) was utilized while conducting the interviews. After each interview, the researcher reviewed each recording and transcribed the respondent's exact words on each interview question (see next chapter). The basic protocol shown in Figure 3-3 was used in all interviews. The main goal of the interviews was to answer the question "why were community colleges funded by the Legislature?" The respondents also supplied substantial information on "what happened." Additional questions were added to the basic protocol to verify information gleaned from early interviews. For example, two interviewees referred to federal funds that were provided to community colleges for technical/vocational education through the Texas Education Agency. The researcher prepared a one-page summary of that information (see Appendix I) and asked subsequent interviewees whether or not the description of events was accurate. In essence, the researcher continually reviewed and evaluated the messages emanating from the interviews in terms of the historical record that had already been established through the first phase of the research. The interviews were crucial to understanding the historical events associated with community college funding in Texas.

As mentioned previously, this study was primarily descriptive—a record of what happened since the first state appropriation to community colleges was the end product. To answer the research questions and to summarize the findings, numerous tables and

Figure 3-4. State Appropriation/Contact Hour, 1994-95 to 2004-05



Source: TACC (2003b)

figures showing raw numbers, changes over time, and the relationships between the revenue and enrollment variables were developed and will be provided in the next chapter. One of the challenges of this research was to find a way to compare the state appropriations over time. A comparison method used by the Texas Association of Community Colleges (TACC) for state appropriations was used (see Figure 3-4). By dividing the total appropriation dollars by the number of base year contact hours, a normative measure--appropriations per contact hour--was determined. Both annual and

biennial ratios were calculated. For state appropriations prior to the inception of the formula system, appropriations per full-time-student (the basis of the state's appropriation at that time) was used for longitudinal comparisons.

CONCLUSION

This chapter has provided detailed information on the data methods used in this study. A two-phase process was employed. The first phase utilized archival research to collect community college funding data from 1942 to 2006. Open-ended interviews, the second phase of the study, were conducted to verify the historic information gathered and to understand more completely why certain events occurred. The next chapter provides the results of this study.

Chapter 4: Results and Analysis

INTRODUCTION

This chapter provides data results for the study's research questions:

- Research Question 1: *What funds has the State of Texas provided for community colleges from 1942 to 2006?*
- Research Question 2: *What has been the relationship between state appropriations, tuition and fees, and property tax revenue from 1942 to 2006?*
- Research Questions 3a and 3b: *How did the community college formula system come into being in Texas? What has been the relationship between the full cost of community college instruction, the Coordinating Board's recommendations, and the Legislative appropriations since the inception of the formula system?*

Data that will answer the first research question--the funds the State of Texas has provided for community colleges from 1942 to 2006—will be presented first. As will be shown, instructional funds are the largest appropriation from the state and can be divided into two distinct time periods by the allocation method used: 1) an appropriation per full-time student (FTSE) (1942-1973) and 2) a formula appropriation (1974-2006). After an overview of all the funds provided by the state from 1942 to 2006, the discussion will be divided into three parts: 1) the FTSE instructional appropriation (1942-1973), 2) the formula instructional appropriation (1974-2006), and 3) other state funds provided to community colleges (1942-1973). The term, instructional appropriations, refers to the state general revenue funds provided by the State of Texas for academic instruction and vocational-technical instruction, as well as contingency funds provided for enrollment

growth and/or new community college campuses. The basis for the contingency funds varies across the time period of the study and the nuances of what is meant by "contingency" in each time period will be clarified throughout the discussion. Not included in this definition of instructional funds are other funds that have been provided to community colleges including funds for special items, group health insurance, the Skills Development Fund, and STARLINK/Virtual College of Texas. As mentioned, a comprehensive list of state funds for each of these items through 2006 will be provided in this chapter. Within the discussion of the state funds appropriated during the formula appropriation time period (1974-2006), the two research questions on the formula era will be answered. First, the discussion will focus on why the formula method was developed for community colleges. This discussion will rely mainly on information provided by interviewees as well as some archival research. Then, comprehensive data will be provided that shows the relationship between the full cost of community college instruction and the appropriations of the Legislature. Finally, the research question dealing with the relationship between the three main revenue sources--state appropriations, tuition and fees, and property tax revenue—will be answered for the time period of the study (1942 to 2006).

It should be noted that the dollar amounts stated are the amounts that appear in the General Appropriations Act (i.e., appropriated dollars), not the actual dollars received by the community colleges. Typically, there are slight adjustments due to a variety of reasons (e.g., changes in the overall amount appropriated by the state or contact hour adjustments). While these adjustments are important, especially to the colleges receiving the appropriated dollars, it was the judgment of the researcher to report appropriated dollars. This decision was made because the information on appropriated funds is

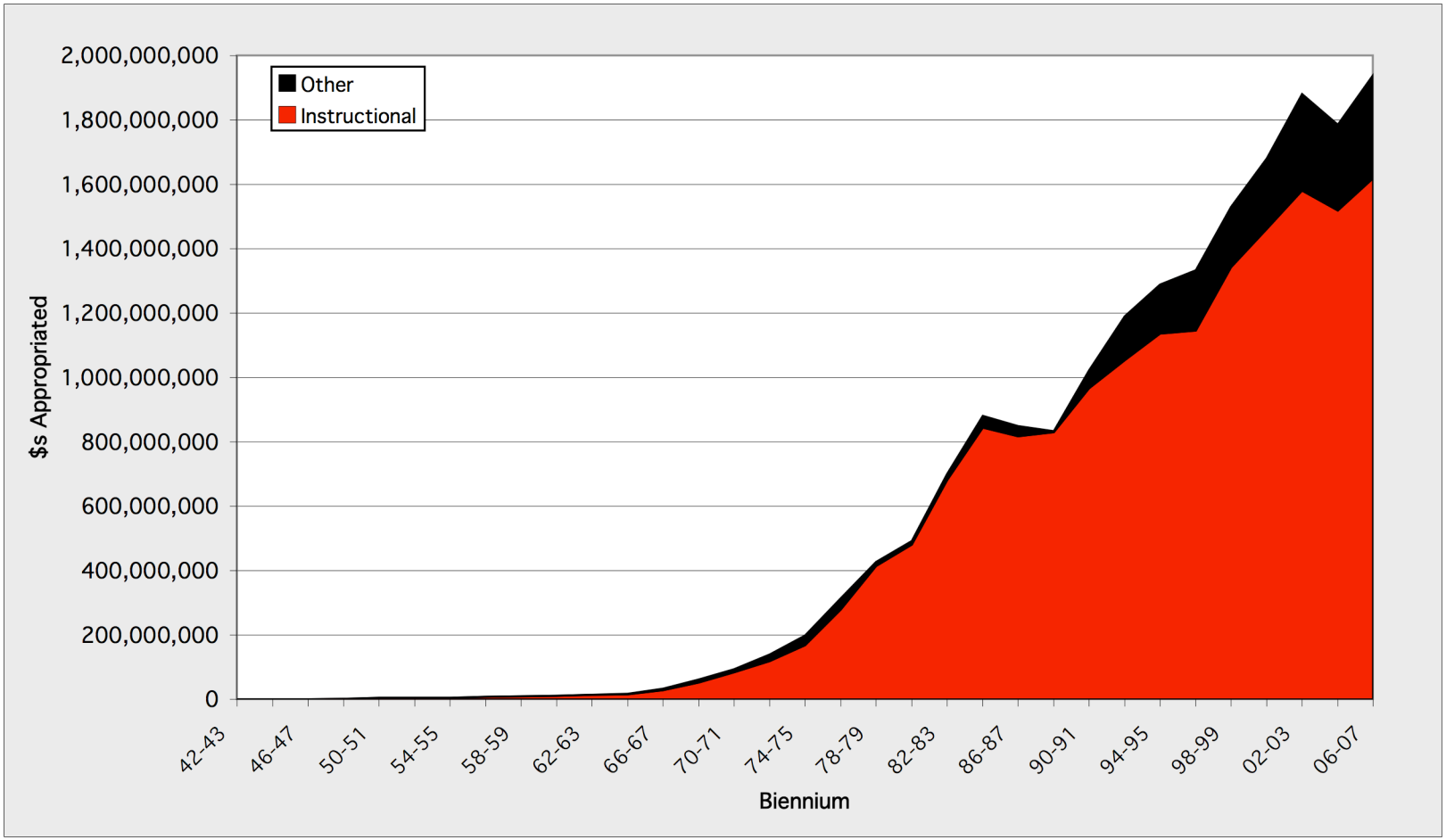
consistently provided in historical documents whereas information on actual funds received is not.

Another analytical issue concerns the calculation of full time student equivalent (FTSE). In this study, the standard adopted by the Texas Association of Community Colleges (TACC, 2003a) of "600 contact hours equals one FTSE" was used. As defined in the first chapter of this study, one contact hour is an hour of time when an instructor or instructors are in a community college classroom with students. For a typical three semester credit hour course, 48 contact hours will be generated (the class meets three hours each week for 16 weeks, 3 x 16 = 48). Based on a lecture course, the ratio of contact hours to semester credit hours would be 16:1. Analysis by TACC and other researchers has found that with workforce development and other courses with extensive lab work, the contact hour to semester credit hour ratio is actually closer to 20 contact hours to one semester credit hour (20:1). The common standard for an undergraduate FTSE is 30 semester credit hours per year. Thus, 600 contact hours equal one FTSE (30 semester credit hours x 20 contact hours). In the discussion and analysis of the formula era, the dollars appropriated per contact hour will be used for comparisons across time periods.

AN OVERVIEW OF STATE FUNDS TO COMMUNITY COLLEGES: 1942-2006

The primary appropriations to community colleges since 1941 by the State of Texas have been instructional funds (shown in red in Figure 4-1) although other funds have been provided by the state for other purposes (shown in black in Figure 4-1). The majority of the discussion in this chapter will focus on these instructional funds although

Figure 4-1. Texas Community College Appropriations: 1942-2007 (Biennium)



the discussion will include the other funds as appropriate. The first appropriation for FY 1942 to community colleges was $325,000 for instruction. For FY 2006, the total appropriation was nearly $1 billion (Instructional = $810,376,194, Other Funds

Table 4-1. Summary of Texas Community College Total Appropriations: 1942-2007 (Biennium)

Biennium	Total	Instructional	Other	% change from Previous Biennium
1942-43	650,000	650,000	-	
1944-45	572,000	572,000	-	-12%
1946-47	687,600	687,600	-	20%
1948-49	1,860,400	1,860,400	-	171%
1950-51	4,200,000	4,200,000	-	126%
1952-53	4,309,200	4,309,200	-	3%
1954-55	5,220,000	5,220,000	-	21%
1956-57	7,740,000	7,740,000	-	48%
1958-59	9,498,390	9,498,390	-	23%
1960-61	10,355,994	10,355,994	-	9%
1962-63	14,212,000	14,212,000	-	37%
1964-65	17,946,008	16,539,930	1,406,078	26%
1966-67	33,996,278	28,190,591	5,805,687	89%
1968-69	62,035,150	52,764,896	9,270,254	82%
1970-71	93,609,356	83,996,177	9,613,179	51%
1972-73	138,979,391	118,651,679	20,327,712	48%
1974-75	198,722,590	168,014,657	30,707,933	43%
1976-77	313,806,862	280,153,474	33,653,388	58%
1978-79	426,214,135	414,262,615	11,951,520	36%
1980-81	491,978,521	481,360,161	10,618,360	15%
1982-83	700,188,736	680,428,192	19,760,544	42%
1984-85	880,313,852	844,125,244	36,188,608	26%
1986-87	849,668,316	818,178,675	31,489,641	-3%
1988-89	832,579,340	829,370,290	3,209,050	-2%
1990-91	1,022,435,477	966,993,723	55,441,754	23%
1992-93	1,182,842,900	1,054,643,984	128,198,916	16%
1994-95	1,280,759,718	1,136,454,590	144,305,128	8%
1996-97	1,319,075,864	1,146,075,072	173,000,792	3%
1998-99	1,519,521,511	1,342,562,081	176,959,430	15%
2000-01	1,670,625,993	1,462,366,716	208,259,277	10%
2002-03	1,870,370,595	1,581,057,590	289,313,005	12%
2004-05	1,775,832,652	1,519,275,041	256,557,611	-5%
2006-07	1,924,262,028	1,619,638,387	304,623,641	8%

= $148,468,551, Total = $958,844,745). Table 4-1 provides the total appropriated funds Texas community colleges have received from the state each biennium through 2006-07. Biennium figures were used in this part of the analysis because that's the way appropriations are made by the Texas Legislature.

The initial appropriation by the 47th Texas Legislature in 1941 was made to 22 community college districts. The appropriation for the 2006-07 biennium was allocated to fifty districts. Table 4-2 provides a summary of the community college districts that

Table 4-2. Summary of Texas Community College Districts Receiving State Appropriations: 1941 to 2007

Year	*Existing*	*Change*	*Total*	*Activity*
1941	22		22	22 colleges received funds from 1st state appropriation
1948	22	+8	30	Added: Howard, Laredo, Navarro, Odessa, Southwest Texas, Trinity Valley, Weatherford, Wharton
1949	30	+1	31	Added: Panola
1950	31	+2	33	Added: Alvin, Frank Phillips
1952	33	-2	31	Hill College closed; South Park JC to 4-year (Lamar)
1959	31	+1	32	Added: South Plains
1961	32	-1	31	Hardin JC to 4 year (Midwestern)
1962	31	+2	33	Hill College reopens; Added San Jacinto
1963	33	-1	32	U of Houston JC to 4 year (U of Houston)
1965	32	-2	30	Pan American and San Angelo JC to 4 year (U of Texas-Pan American, Angelo State University)
1966	30	+2	32	Added: Galveston, Grayson
1968	32	+6	38	Added: Central Texas, Coastal Bend, College of the Mainland, Dallas, McLennan, Tarrant
1969	38	+2	40	Added: Angelina, Brazosport
1972	40	+3	43	Added: El Paso, Houston, Western Texas
1973	43	+1	44	Added: Vernon
1974	44	+3	47	Added: Austin, Midland, North Harris Montgomery
1986	47	+2	49	Added: Collin, Northeast Texas
1996	49	+1	50	Added: South Texas

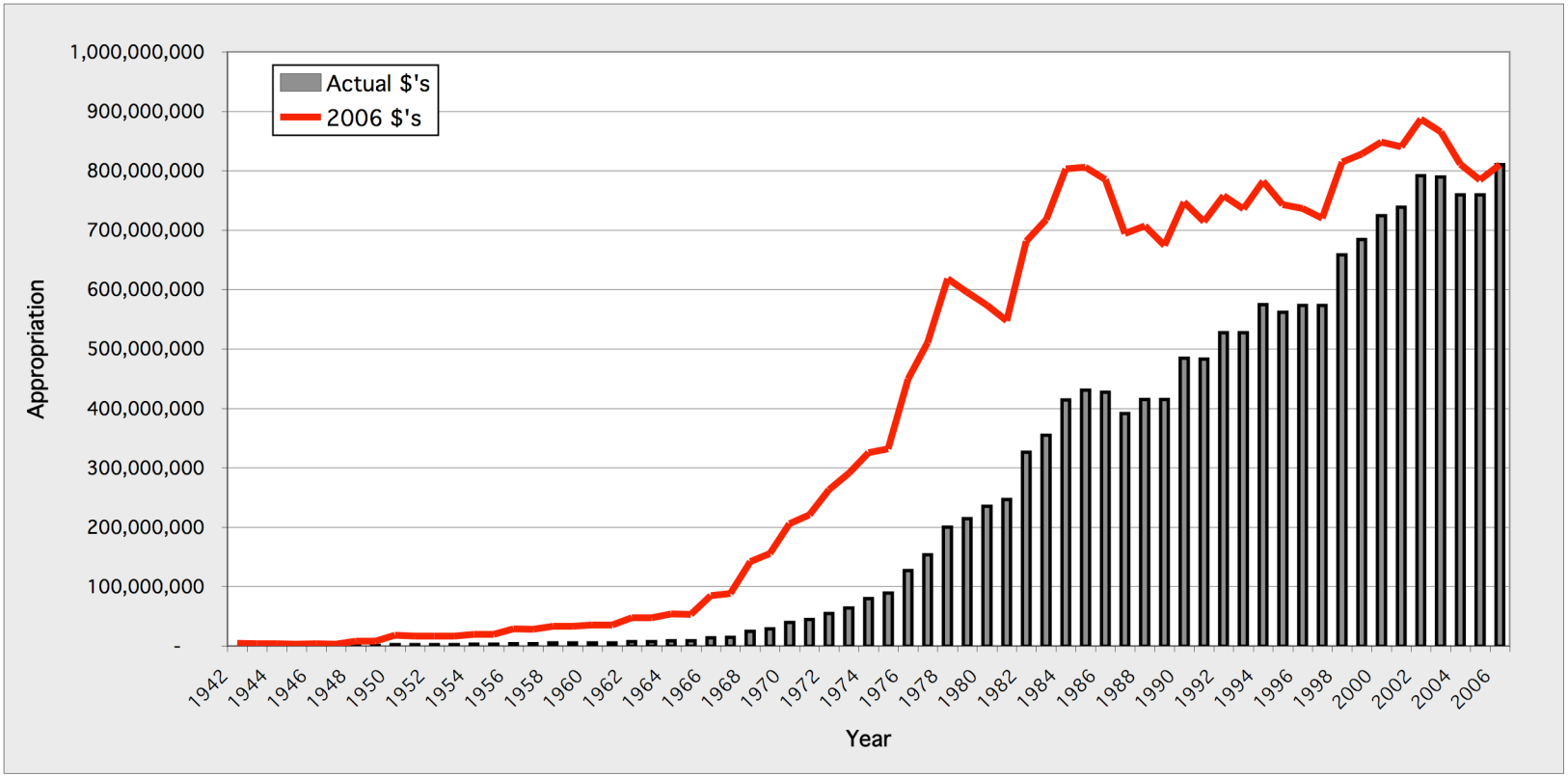
have received appropriations from the State of Texas as well as new college openings and governance changes. It shows two time periods when the number of Texas community colleges grew extensively. From 1948 to 1950, eleven community colleges were created. The appropriation to community colleges increased 171% and 126% during this time period (see Table 4-1). From 1966 to 1974, 17 new community college districts were

created in Texas. Notably community colleges were established in the large urban areas of Austin, Dallas, Fort Worth, El Paso, and Houston during that eight -year time period. The state's appropriations to community colleges grew from $34.0 million to almost $200 million in the 1974-75 biennium (see Table 4-1). In addition, it should be noted that five institutions that initially received community college funding became universities between 1952 and 1965.

For the remainder of this chapter, most of the data will be analyzed on an annual rather than a biennial basis to further refine the findings. Institutions receive and spend other revenues (e.g., tuition and fees) during a fiscal year and to make appropriate comparisons, the funds the state provides should be presented in like fashion. The analysis will also be based on the annual instructional funds appropriated for each even-numbered year from 1942 to 2006. By cutting the number of data points in half, the presentation of the data will be clearer and trends in the data will be easier to depict.

As shown on Figure 4-2, the instructional funds received by Texas community colleges increased steadily from 1942 to 2006, with just a few exceptions. As has already been mentioned, the large increases in the instructional appropriations coincided with the time periods when there were additional community colleges created in Texas. The declines in appropriations shown in 1988 and 2004 were caused by deficits in the state budget. In the formula era discussion (1974-2006) a more detailed analysis will be provided of this. Figure 4-2 provides not only a graphic representation of the actual

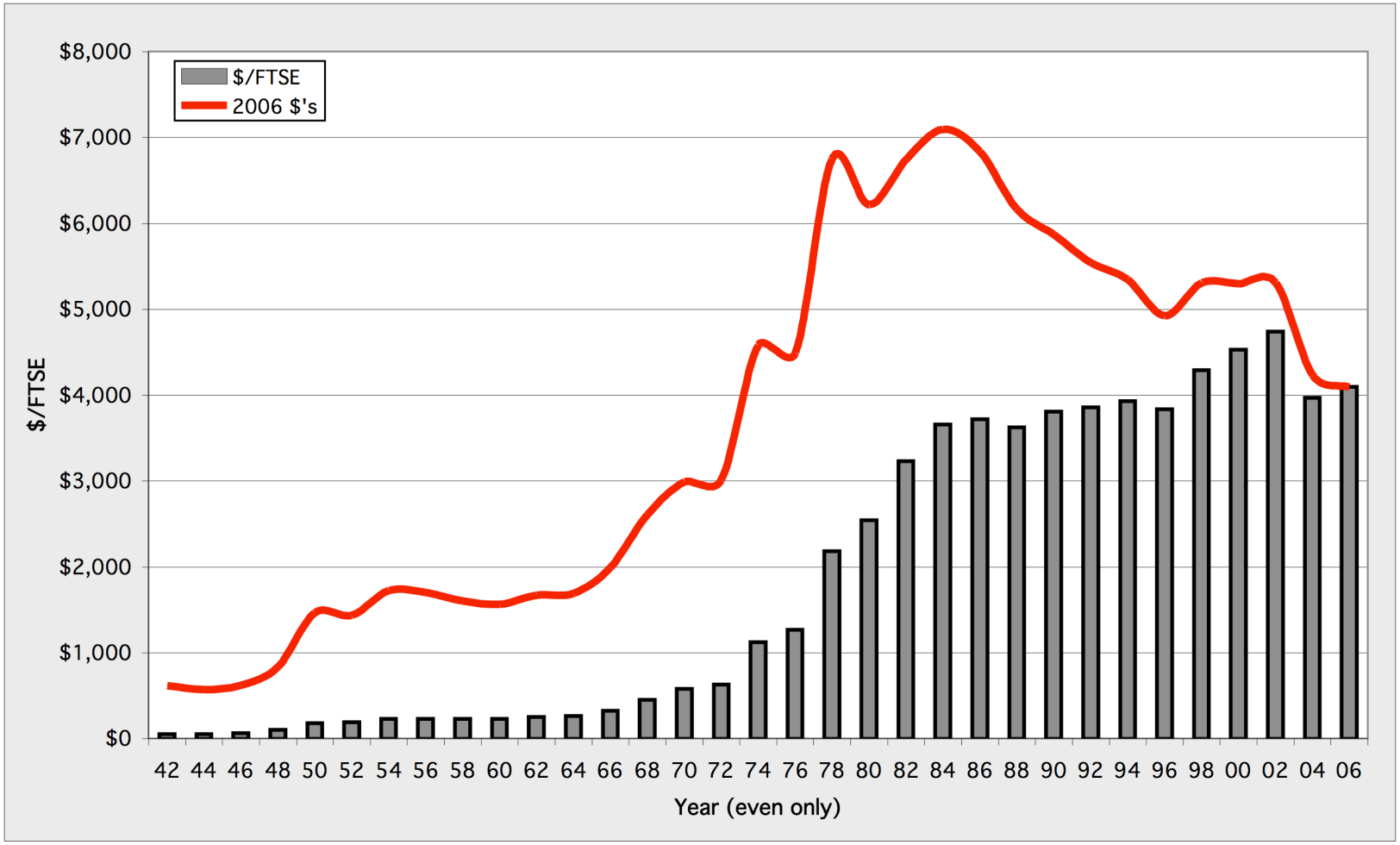
Figure 4-2. Instructional Appropriations to Texas Community Colleges (Actual & 2006 dollars): 1942-2006



dollars appropriated to community colleges for the 64-year period covered in this study, but also depicts funding in this time period in constant 2006 dollars. With inflation accounted for, the increases and decreases mirror the pattern established by the actual dollars, although the pattern is much more dramatic, especially during the early to mid '80s and the '90s. More detailed analysis will appear later in this chapter. It is interesting to note that the 1984 appropriation, in 2006 dollars, is almost the same as the 2006 appropriation. In 2002 Texas community colleges received the highest level of state support ever, in terms of 2006 dollars.

Figure 4-3 shows state support normalized by full-time student equivalents (FTSE). The overall trend in actual dollars per FTSE shows a similar pattern to that in Figure 4-2 although there was a considerable leveling effect from 1986 to 1998. The startling component in Figure 4-3 is the line showing support per FTSE in 2006 dollars. The constant dollar line increases dramatically in the 1970's and peaks at $7,096 per FTSE in 1984. It then decreases steadily to $4,092 in 2006; a decrease of 42 percent. The fluctuation demonstrated in Figure 4-3 in constant dollars is indicative of the different financial policies the State of Texas has taken towards public community colleges in the past 30 years.

Figure 4-3. Texas Community College Appropriations Per Full-Time Student Equivalents: 1942-2006



INSTRUCTIONAL FUNDS TO COMMUNITY COLLEGES: 1942-1973

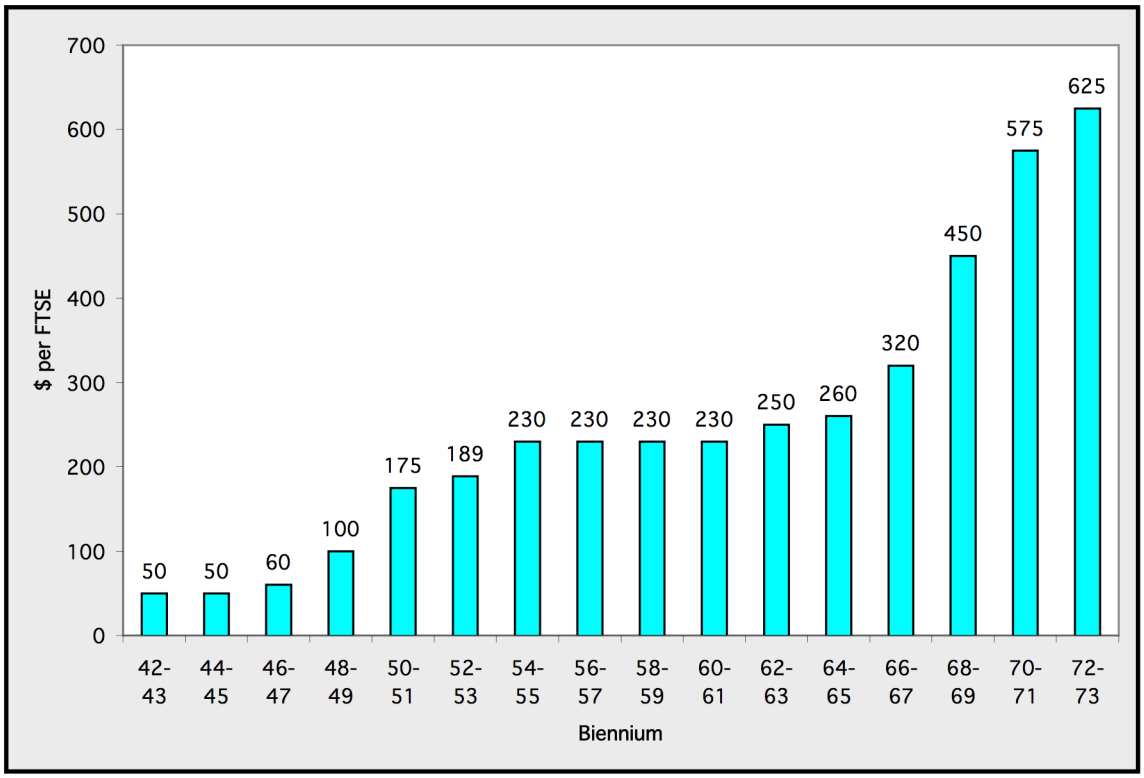
In 1941, the Texas Legislature provided the first state appropriation to public community colleges (S.B. 163, 1941) in the amount of $650,000 for the 1942-43 biennium; $325,000 for each year of the biennium. The appropriation was for 21 public community colleges and the lower-division unit of one university. The appropriation provided $50 per full time student equivalent (FTSE). The appropriation, as stated in the act, was intended to be "an amount *sufficient to supplement* local funds in the proper support, maintenance, operation and improvement of the Public Junior Colleges of Texas" (emphasis added, S.B. 163, 1941, p. 1). A report by the Commissioner of the Texas Education Agency (TEA), *Administration of the Public Junior College Program in Texas* (Musgraves, 1952), defined the role of community colleges in this time period and provides insight into the financial structure of the colleges:

> The Public Junior College is an institution of higher learning which provides education and training for all residents of its geographic area who are high school graduates, or above high school age, on the basis of their needs, interests and abilities to benefit thereby…[T]he public junior college is a tax-supported institution established through the initiative of the local people and is locally controlled by a board of elected trustees or regents. Buildings, land and all other physical facilities are provided by the local community, in addition to the cost of maintenance and operation. [The local community] further provides for a major part of the instructional costs with *supplementary support* from the state through legislative appropriation (emphasis added; Musgraves, 1952, p. 1).

A report by TEA in 1963, *Texas Public Junior Colleges,* described the appropriations by the Texas Legislature since 1941 as "funds to *assist* in junior college financial operation (emphasis added; TEA, 1963, p. 10).

Initially, the appropriations were calculated at $50 per full time student equivalent (FTSE). An FTSE was defined as 15 semester credit hours for the fall semester only. The funds were limited to academic/transfer courses. In other words, in order to qualify for state funding, the course had to be listed in a state senior college catalog. By the 1972-73 biennium, the FTSE rate had risen to $625 per FTSE. Figure 4-4 provides the rate for each biennium from 1942 to 1973. Overall support per FTSE rose rather dramatically during the 1940's, was basically flat from the mid-50's to the mid-60's, and then surged from 1964-65 to 1972-73.

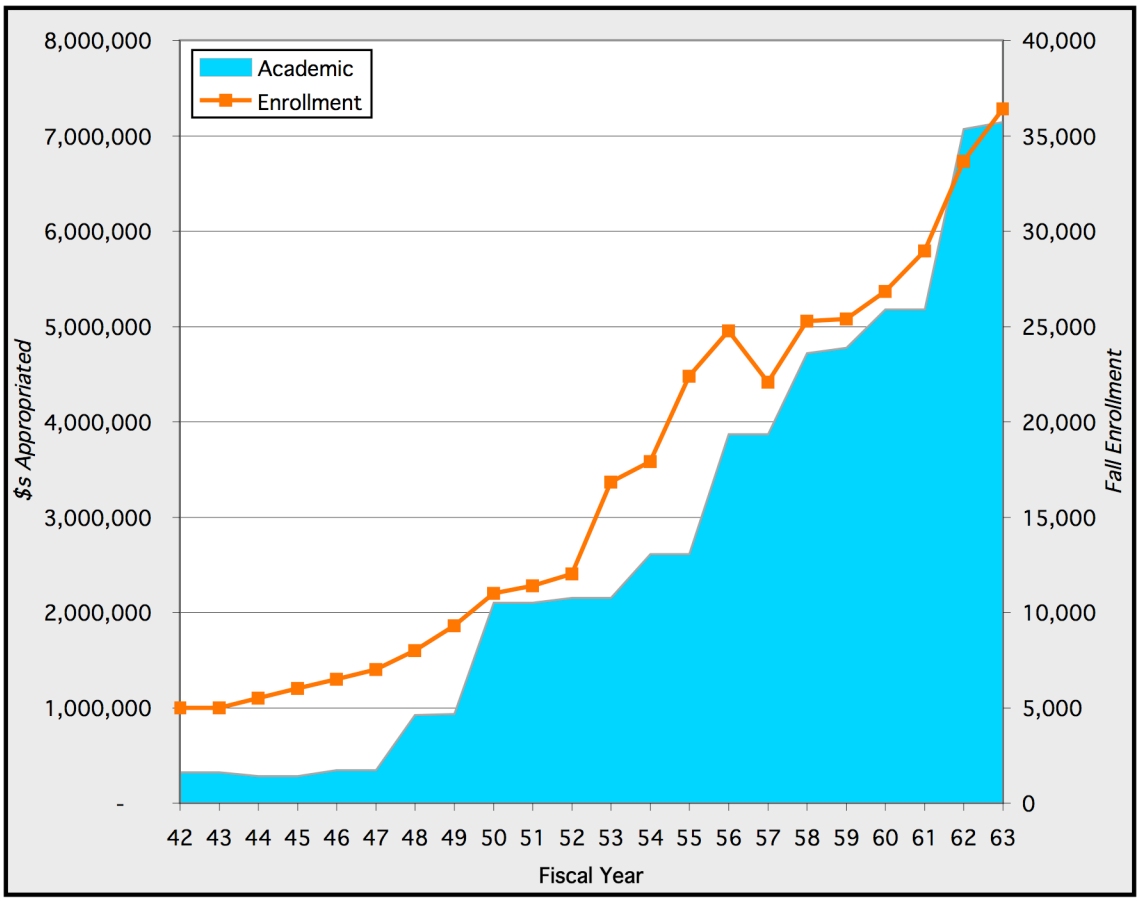
Figure 4-4. Instructional Appropriation per FTSE: 1942-1973



FTSE Instructional Appropriations: 1942 to 1963

From 1942 to 1963 the only funds Texas community colleges received through the state's appropriation process were for academic courses (see Figure 4-5; Appendices J and K). "The most pressing issue facing higher education in Texas immediately after World War II was the explosive growth in the student population and its resulting financial strain…Fifty-two percent of the nation's college students in 1947 were veterans

Figure 4-5. Annual Texas Community College Instructional Appropriations: 1942-1963



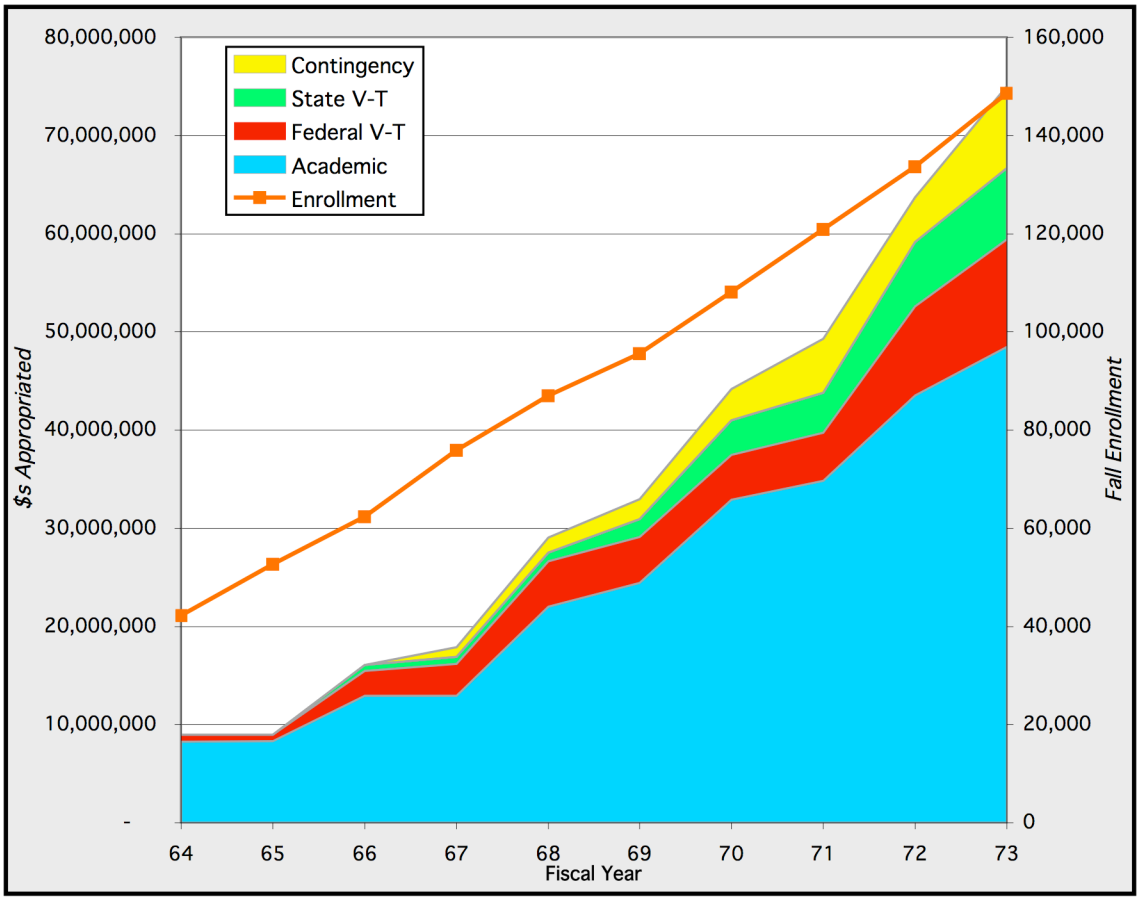
attending school through the Serviceman's Readjustment Act of 1944 (or G.I. Bill)" (Blanton, 2005, p. 471). Three factors will be considered in analyzing the instructional

appropriation during this time period: 1) the $/FTSE rate, 2) the number of new college districts added, and 3) the overall community college fall enrollment. When any or all of these factors increase or decrease, it is expected that the funds appropriated will also increase or decrease. From 1948 to 1950, the actual instructional appropriations for Texas community colleges increased 127 percent. Eleven colleges were added and the FTSE rate increased from $100/FTSE to $175/FTSE. The instructional appropriation increased 48 percent between 1955 and 1956, 22 percent between 1957 and 1958, 8 percent between 1959 and 1960, and 37 percent between 1961 and 1962. These increases mirrored the increase in enrollment (from 22,381 students in Fall 1955 to 33,660 students in Fall 1962). From 1955 to 1962, the FTSE rate stayed about the same ($230/FTSE through 1961; $250/FTSE in 1962); and the number of college districts increased only slightly (31 to 33).

FTSE Instructional Appropriation: 1964 to 1973

One word to describe the decade of 1964 to 1973 is "growth." It occurred in the academic funds provided by the state. Funds for vocational-technical education and contingency dollars for enrollment growth were also added (see Figure 4-6; Appendices J and K). This section will analyze the growth in the academic appropriations, the initial appropriation for vocational-technical education and the subsequent growth of this area, and the contingency fund that was based on enrollment growth.

Figure 4-6. Texas Community College Instructional Appropriations: 1964 to 1973



Academic Appropriations. The academic appropriations grew from $8.3 million in 1964 to $48.5 million in 1973—a 487 percent increase. Each two-year appropriation cycle saw a significant increase from the previous biennium: 56 percent from 1964 to 1966, 71 percent from 1966 to 1968, 49 percent from 1968 to 1970, and 32 percent from 1970 to 1972. As shown in Figure 4-6, enrollment increased each year; the average annual increase during this period was 15 percent. Fourteen college districts were added between 1964 and 1973 (see Table 4-2). The amount the state provided per

full time student equivalent increased 140 percent; from $260 per FTSE to $625 per FTSE in 1973 (see Figure 4-4).

Vocational-Technical Appropriation. The first vocational-technical appropriation was made to community colleges in 1964 through the Central Education Agency (later renamed the Texas Education Agency, TEA). The federal legislation providing the funds for vocational-technical education required the designation of and administration by a single state agency. The Texas Legislature designated the Central Education Agency in compliance with the federal mandate. From 1964 to 1969, the source of the funds for vocational-technical education was the federal government; the State of Texas did not provide any funds for this purpose. The federal grant in 1964 was $687,539. By 1973 the federal grant had grown to $11.0 million. In 1970, the state began providing general revenue funds for vocational-technical education ($3.5 million) and increased that appropriation each year. In 1973, the state provided $7.3 million in funds. By 1973, the federal government was providing 60 percent of the funding and the state was providing 40 percent.

Contingency Appropriation. The purpose of what was called the "contingency appropriation" was to provide funds for the expected increase in community college enrollment during a biennium for both new colleges and existing colleges. For example, according to the Coordinating Board's *Annual Report* (1967), 21 of the 32 college districts received contingency funds in 1967. Grayson College was the only new district to receive these funds in 1967. The 20 other districts receiving contingency funds were already in existence. As shown in Table 4-3, the first contingency appropriation of $1 million was made in 1967. By 1973, the appropriation had increased to almost $8.4 million. The FTSE instructional appropriation was based on enrollment during the fall

semester prior to the Legislative session beginning in January of every odd-numbered year. The appropriation was for the two year period beginning in the fall following the

Table 4-3. Contingency Appropriation: 1967-1973

Year	Contingency Appropriation	% change
1967	1,000,000	
1968	1,500,000	+50%
1969	2,068,975	+38%
1970	3,222,933	+56%
1971	5,474,372	+70%
1972	4,523,636	-17%
1973	8,368,955	+85%

140-day legislative session. Thus, the appropriation for the 1971-72 and 1972-73 fiscal years was based on the Fall 1970 enrollment. Under the Contingency appropriation, community colleges would earn the $4.5 million available in 1972 or the $8.4 million available in 1973 if the college's enrollment exceeded the number of FTSE calculated originally for Fall 1970. This avoided the funding lag that was caused by using historical enrollment data during the appropriations process.

Interviewee Comments

The comments by interviewees concerning the early funding of community colleges (1942 to 1973) provide addition information concerning the environment—educational, political, and funding—of this period. The comments are organized into the following topical areas: Appropriations Process, Vocational-Technical Funding, and Growth/Contingency Funding.

Appropriations Process

In the 1940's, the Legislature came up with some extra money and the junior colleges used their influence and got some [of it] …Prior to contact hour funding [i.e. the formula], the colleges—especially the smaller ones—were use to taking that fall money, not worry[ing] so much about spring, and

shutting…down [operations] in the summer. (Retired Community College President)

The funding set-up at the time was a dollar amount per student, fall enrollment only. The schools didn't have much of a spring enrollment and shut down for the summer and survived. To receive funding, students had to be enrolled in a course that was in the catalog of one of the state's senior institutions. If a student took more that 15 semester credit hours (SCH's),[there was] no funding for extra hours. There was no funding once the student had taken 66 SCH's. (Retired Community College President)

The FTE formula inched up every [biennium]. What did it end up at, $675? Those dollars were for Fall only; academic [hours] only. The typical pattern was to push for the fall, but take whoever [enrolled] in …the spring and hardly run any summer program because there was no funding. (Community College President)

In response to the question, "what does sufficient to supplement mean?" (discussed in detail later in this chapter), an interviewee reflected back on the history of the phrase "sufficient to supplement": *I expect in 1941[the Legislature's intent was literally to provide] sufficient [funds] to supplement. There was no state money prior to that. It was all local support*. (Former State Agency Staff)

Vocational-Technical Funding

Initially, the vocational-technical dollars were primarily grant money from the federal government. Lots of schools did not offer technical programs. There were two reasons: 1) they did not want to take federal money (too many federal strings), and 2) no money was available from the state. (Retired Community College President)

There was a great push for technical education. The impetus came from the federal government. (Community College President)

The only extensive occupational programs in the 1960's were at Del Mar and Amarillo. They used local funding and made commitments to the community. (Retired Community College President)

Community colleges were at the mercy of TEA in the 1960's—there was no line item appropriation by college on occupational funds. (Retired Community College President)

Until 1963, no state funds were available for occupational courses. After 1963, federal funds were made available from TEA for occupational [coursework]. You didn't know how much you would get back. You'd take all your bills for the course (salaries, supplies, etc.) … to TEA to get reimbursement. If there were not many enrolled, you might get 75% of your expenditures. If a lot enrolled, maybe only 30%. (Retired Community College President)

Growth/Contingency Funding

There was so much growth in the number of students, [and the] numbers of colleges from 1965 to 1972—a dozen new districts. The Coordinating Board was created in 1965 out of (Governor) Connally's desire to improve higher education. Look what colleges [were] created, mostly in urban areas; Dallas, Tarrant… (Community College President)

The presidents convinced the Legislature to set aside an amount of money in a pot, lodged with the Coordinating Board to be spread out to community colleges based on enrollment growth through the biennium. (Retired State Agency Staff)

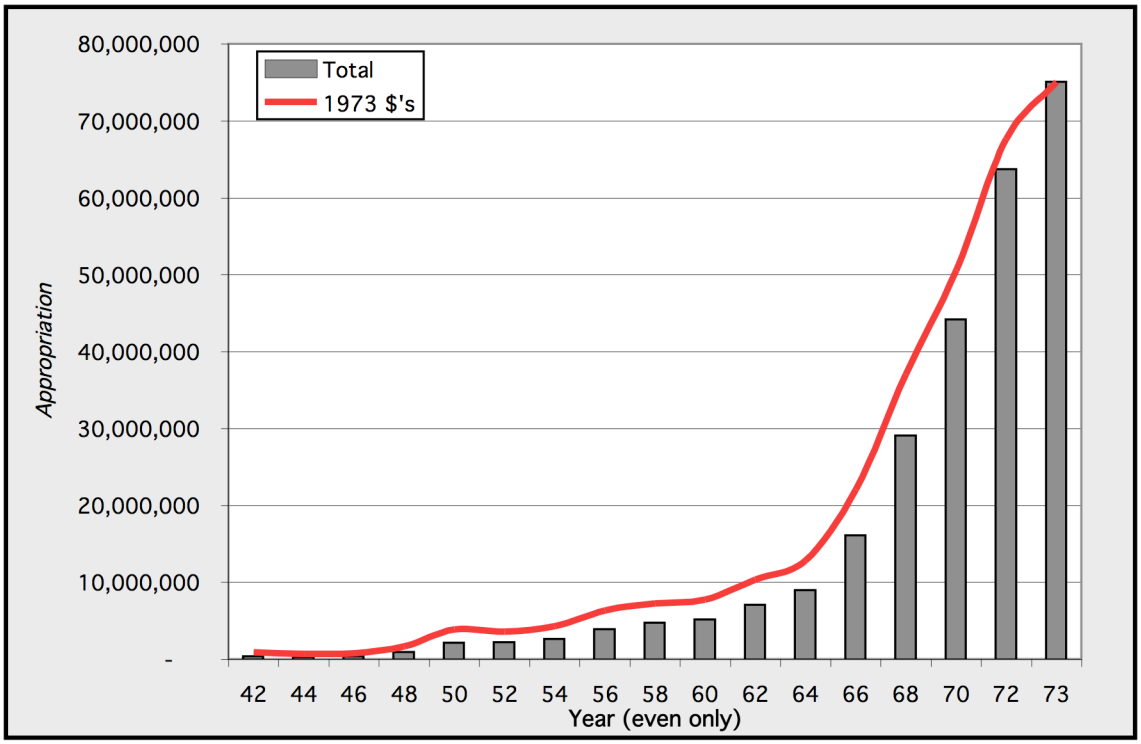
I was involved with the start-up funding at one of the colleges during the decade of growth. Start-up funding was a good deal for the colleges. The college would over-estimate [its] enrollment and didn't have to pay anything back. Everyone did it. (Retired Community College President)

Summary

From 1942 to 1973, the state began providing instructional funds to community colleges based on the number of full-time student equivalents in the fall semester. The funds started at a rate of $50/FTSE in 1942 and grew to a rate of $625/FTSE in 1973. As shown in Figure 4-7, the funds provided to community colleges during this time period kept pace with inflation. The instructional funds provided by the state could only be used for academic transfer courses; courses that were in the catalogs of public senior institutions. Since the funding was given on the basis of the fall semester, institutions cut back spring enrollment and most provided few, if any, courses in the summer. From 1942 to 1973, the number of districts in the state grew from 22 to 43. According to the

first appropriation bill for community colleges, and each bill after SB 163 (1941) during this time period, the funds provided were intended to supplement local funds for instruction in the colleges.

Figure 4-7. Instructional Appropriation to Texas Community Colleges (Actual & 1973 dollars): 1942-1973



INSTRUCTIONAL FUNDS TO COMMUNITY COLLEGES: 1974-2006

The funds provided by the State of Texas to community colleges from 1974 to 2006 will be discussed in this section. A new system for providing instructional funds to community colleges was adopted during this time period—a formula system. "The new formula system is based on the actual cost per contact hour for 18 academic programs" (THECB, 1973, p. 18) and 27 vocational-technical programs. A complete list of the formula rates from 1974 to 2006 is provided in Appendix L. Some of the discussion in

this section will finish answering the first research question: *What funds has the State of Texas provided for community colleges from 1942 to 2006?* Instructional funds that have been provided by the formula as well as other instructional funds that are not formula driven will be discussed. In addition, other types of funds provided by the state will be discussed including special item funds, group health insurance, the Skills Development Fund, and the STARLINK/Virtual College of Texas. This section will also answer the research questions concerning formula funding. Research Question 3a (*How did the community college formula system come into being in Texas?*) is addressed below. Research Question 3b (*What has been the relationship between the full cost of community college instruction, the Coordinating Board's recommendations, and the Legislative appropriations since the inception of the formula system*) will be answered after the discussion of state support for community colleges from 1974 to 2006.

Transition to the Formula System: An Alternative to "Rattling the Change in Our Pockets"

As has already been mentioned, 15 new community college districts were established between 1966 and 1974 (see Table 4-2). During this time period, the role and the funding of community colleges were much discussed. The eventual outcome of the funding discussion was a formula system based on 18 academic and 27 vocational-technical programs. This section will detail the development of the formula system and provide an answer to the research question: *How did the community college formula system come into being in Texas?* To answer that question, the discussion will focus on two main themes. First, the historical context of Texas higher education will be discussed. Second, the reasons for changing to the formula system will be detailed and a brief overview of the process of developing a formula system will be provided. This entire section relies on several documents found during the archival analysis. However,

the study's interviewees articulated a majority of the understanding of the transition to the formula system. Several of the individuals interviewed worked at state agencies at the time of the change to the formula. Another interviewee, a chief financial officer at the time, was instrumental not only in developing the formula system, but also in having it endorsed by community college leaders, the Legislature, and staff in key state offices.

Historical Context. It is important to understand the historical context of higher education in Texas at the time when the method for funding community colleges changed from the appropriation based on FTSE to the formula system in 1974. This analysis relies heavily on Carlos Kevin Blanton's 2005 essay, *The Campus and the Capitol: John B. Connally and the Struggle Over Texas Higher Education Policy, 1950-1970*. In 1962, John B. Connally made reform of higher education a key issue in his successful campaign for governor. Among the many issues raised by Governor Connally, three are important to the current discussion. First, Connally was concerned with the expansion of junior colleges into four-year institutions. As indicated in Table 4-1, South Park Junior College (1952), Hardin Junior College (1961), University of Houston Junior College (1963), Pan American Junior College (1965), and San Angelo Junior College (1965) were community colleges that the Texas Legislature authorized to change to four-year status. Second, Connally believed that higher education in Texas needed more financial support. "Connally singled out the state's colleges and universities as catalysts in attracting new industry. He insisted that 'education will be more closely identified with the economic future of a region' than any other factor" (Blanton, 2005, p. 477). Third, he advocated for the creation of the Coordinating Board. "Coordination was necessary, [Connally] argued, to safeguard the increased support of higher education" (Blanton, 2005, p. 485). The Coordinating Board was created in 1965 "expressly to end growing and costly duplication in a mass of college programs and bring about needed coordination in higher

education" (THECB, 1969, p. 3). Governor Connally specifically pointed out that the addition of Pan American and Angelo State as four-year schools, the previous legislative session, had siphoned off funds and increased normal operating expenses. "The end of the 1960's witnessed the closing of a chapter in the history of higher education in Texas. Wide-open, entrepreneurial, haphazard growth came to be replaced with much greater levels of stability, managed growth, and an emphasis on research" (Blanton, 2005, p. 496).

As a new state agency, the Coordinating Board published several policy papers including *The Development of Community Junior Colleges in Texas*; *Core Curricula for Public Junior Colleges in Texas* (1968b), and *Criteria to be Met and Procedures to be Followed in the Creation of Public Junior Colleges in Texas* (1968a). From the policy papers and the Coordinating Board's *Annual Reports*, a view of a "comprehensive" community college system emerged. Such a system would offer four distinct types of programs: academic transfer, vocational-technical training, continuing education designed for updating and upgrading skills, and "cultural and public service programs offered in special response to community interest and need" (THECB, 1968a, p. 1). The policy papers indicated that a change in financing would be needed for a comprehensive community college system. "The Board will recommend that recognition be given by the State to the high cost of quality technical occupational programs; and to the necessity of funding college transfer courses at a rate no lower than that provided the senior colleges for undergraduate work of an appropriate level" (THECB, 1968a, p. 4).

The early policy planning of the Coordinating Board culminated in the publication of *Challenge for Excellence: A Blueprint for Progress in Higher Education* in 1969. As stated in Chapter 2, the *Blueprint* provided the Coordinating Board's outline for how community colleges should be financed. The state would be responsible for

instructional costs, while the local community college district would be responsible for the operation of the physical plant and the maintenance of facilities. In 1970, the Texas Research League (TRL) published *Financing a Statewide Community College System in Texas*. The paper argued that there were three alternatives to the FTSE funding system for community colleges: "(1) expansion of the local tax base; (2) establishment of a foundation program designed to equalize both local taxes and expenditures of services; and (3) state assumption of full financing responsibilities." (TRL, 1970, p. 21). The policy paper recommended "that the State finance the full cost of community colleges, including state assumption of outstanding general obligation bonds, and that public junior colleges be prohibited from levying a property tax" (TRL, 1970, p. 27). The Texas Research League recommendations were not adopted, but the formula system recommended by the Coordinating Board was.

Reasons for Changing to the Formula System. There were two main reasons why the system for funding community colleges was changed. First, it can be gleaned from the archival documents, as well as the interviews conducted for this research, that there was a high demand for higher education opportunity. In the early 1960's, the children of the G.I. Bill recipients— i.e. the "baby boomers"— reached college age. In the Coordinating Board's *Blueprint* (1969b), enrollment in public colleges and universities was projected to double by 1980. "Junior colleges will have 60 percent of the freshman-sophomore enrollees by 1980, compared with 40 percent" in 1969 (THECB, 1969, p. 5). As mentioned earlier, the notion of a "comprehensive" community college expanded the role of the community colleges in Texas. To meet the enrollment needs, colleges would need to be funded for year-round operation, not just for the fall semester. For example, the Coordinating Board recommended a separate FTSE allocation for summer school enrollments at community colleges for FY 1971 and FY

1972 in order to "stimulate better plant utilization" (THECB, 1970, p. 17). The emphasis on both academic programs and vocational-technical programs outlined in the Coordinating Board policy papers discussed earlier would require a funding plan that differentiated between the costs of providing a variety of programs. The "one size fits all" per full time student allocation would no longer work. One interviewee, a retired community college president, who was involved in the development of the formula directly addressed this situation: "*My thought was we can't have a comprehensive community college with this way of funding. It just isn't going to work. We need to change this thing and get it to where it is a business-like operation.*"

The second reason for changing to the formula system was community college leaders thought that a different appropriations request approach was needed. Rather than simply asking for more funds each session, community college leadership decided that the appropriations request should be based on the actual costs of instruction. This point was underscored in one of the interviews:

> *I was tired of going before the Appropriations Committee and saying 'Well, poor ol' us, we need 'x' number of dollars.' [Committee members would ask] 'How did you arrive at that?' [I would respond,] 'Well, we just need that much.'*
>
> *I met with a group of business officers in the early 1960's. It was apparent that no one had a standardized accounting system. Everybody was doing what they wanted to. They were reporting to no one and they didn't want to. Two or three presidents said to me 'you're messing with something that is none of your business. This doesn't need to be done.'*
>
> *I talked with the Coordinating Board Commissioner and told him we needed to form a committee of community college people to come up with a standard accounting system that we [could] all use to arrive at a cost of these programs. Then we [could] go to the Coordinating Board and to the Legislature with a standardized funding system. So we're not out there rattling the change in our pockets.* (Retired Community College President)

Bevington Reed, the Commissioner of Higher Education, authorized a committee of community college presidents and business officers to develop a funding formula for community colleges in 1969. The goal of the committee was to find a method for documenting and calculating the costs of community college instructional programs. In the process of trying to arrive at the costs of instruction, the committee recognized the need for a standardized accounting and enrollment record system that all the colleges could use (Retired Community College President, 2007 interview; Community College President, 2007 interview). As will be noted in the discussion of the three main revenue sources for community colleges later in this chapter, revenue information is limited for the pre-formula time period. This lack of information is partially due to the fact that Texas community colleges did not keep financial and enrollment records in a consistent fashion. As the interviewee stated in the quote above, the colleges "were reporting to no one and they didn't want to." One of the positive outcomes of the formula committee was the development of consistent categories and definitions for instructional and administrative costs that became known as the cost study. This allowed community college advocates "to approach the Legislature with actual, verifiable cost information" (Retired Community College President, 2007 interview). In other words, the cost study provided a basis for the appropriations request.

Development of the formula system was a joint effort by the Legislature, legislative staff, Coordinating Board staff, and community college leaders. One interviewee (a retired community college President) indicated that "*selling the concept of contact hour [formula] funding to the staff first was the goal. We made sure that the staff from the LBB [Legislative Budget Board], the Governor's Budget Office, and [the] Coordinating Board were at every meeting. The big key was bringing everybody along*."

Another retired community college president indicated that having the community college leaders in the discussion added to the acceptance of the new system of funding:

> *I think community colleges being at the table as part of the study process was crucial for two reasons. It added a practical element to the decisions on formula funding. But secondly, it created a great deal of acceptance among the colleges themselves to know that their peers were at the table. That was a good move by whoever made that decision.*

The net result of the formula committee's work was the formula system that was put in place in 1974 and has been used as the primary mechanism for funding community colleges since that time. Three major components of the formula methodology developed by the committee continue to be utilized in the funding of community colleges. First, the annual study to determine the costs of instruction and administration, now referred to as the RFOE/cost study, is still used (see Chapter 2 for additional information of the RFOE/cost study). Second, the contact hour is still used as the basic unit of enrollment. Third, although the system for classifying instructional programs has changed (CIP codes rather than HEGIS codes; see Chapter 2), formula rates continue to provide the differentiated costs among instructional programs.

In summary, the new funding formula for community colleges emerged to meet the need for a different method to fund the concept of a comprehensive community college. In addition, the new formula method provided community college leaders with a basis, i.e., the cost study, for asking the Legislature for instructional appropriations. The next section will detail the funds the Texas Legislature provided for community colleges from 1974 to 2006.

Formula Instructional Appropriation: 1974-2006

To adequately provide information on instructional appropriations provided by the Texas Legislature during the formula era (1974 to 2006), this section is organized as

follows. First, a high-level overview of the instructional funds appropriated to community colleges during the period will be presented. In this discussion, a rationale for analyzing the time period by enrollment patterns and major events will be articulated. Second, appropriation per contact hour and major event analyses will be provided. Third, the discussion of the formula era will focus on the appropriations to academic education, vocational-technical instruction, and contingency funds for enrollment growth and new campuses separately. The section will conclude with interviewee comments about the formula era.

As mentioned, the instructional funds provided to public community colleges from 1974 to 2006 included funds for academic instruction, vocational-technical education, and contingency funds for enrollment growth and new college campuses (see Figure 4-8; Appendices J and K). The total instructional appropriation in 1974 was $94.6 million. In 2006, it was $810.4 million, an increase of $715.8 million dollars (757 percent). Two factors will be considered in this analysis of instructional funds during the formula era. First, the appropriation will be compared to enrollment patterns. In addition to fall headcount enrollment (which was used in the previous analysis of state funds from 1942 to 1973), base year contact hours will provide another measure of enrollment growth. As shown in Figure 4-8, the state's instructional appropriation, tracked the growth in fall headcount enrollment, for the most part during the period. The only double-digit increases in enrollment were in 1975 (25%) and 1982 (11 %).

Figure 4-8. Texas Community College Instructional Appropriations: 1974-2006 (Annual)

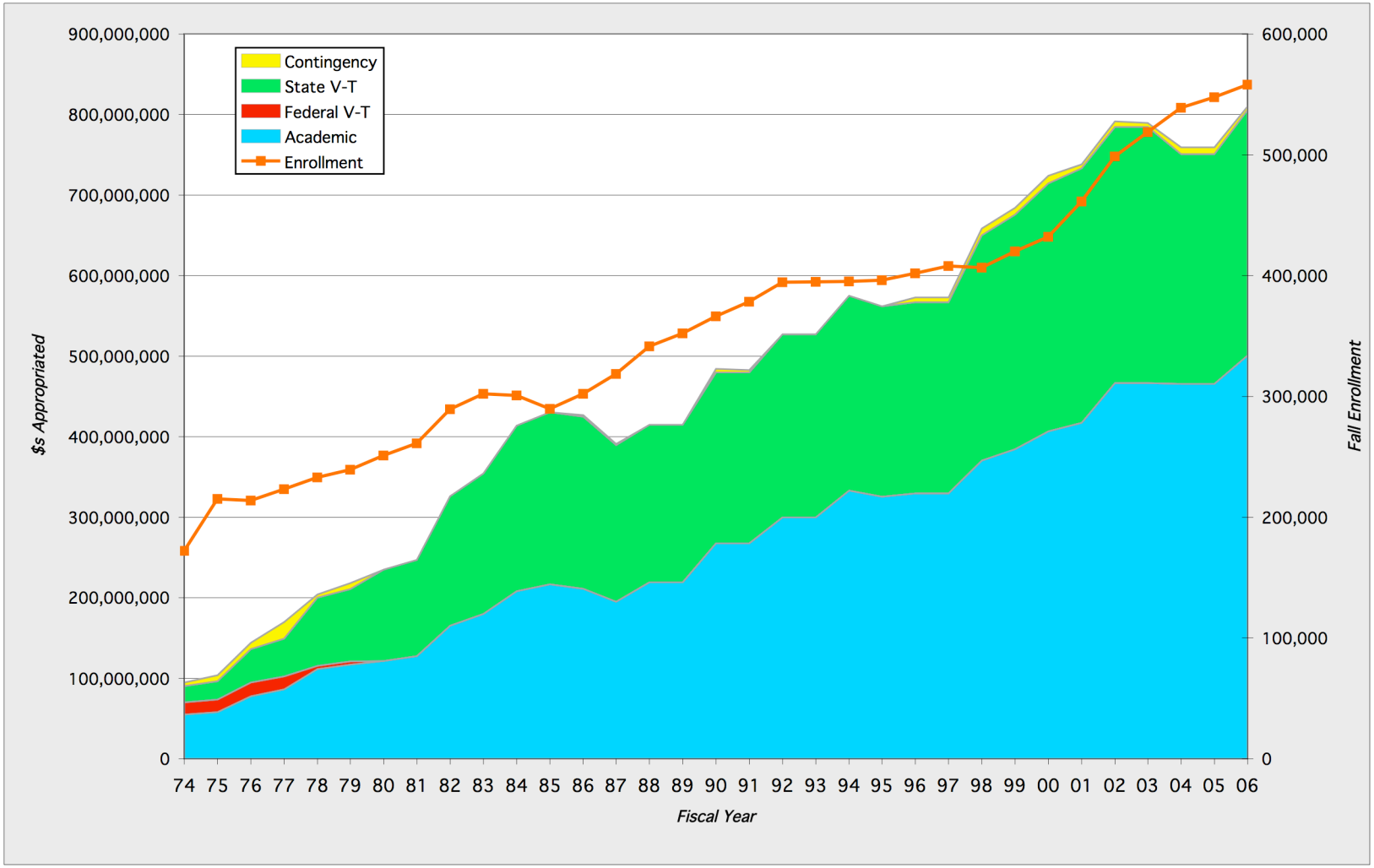


Table 4-4 shows the growth in contact hours for each biennium in the formula era. With the exception of the 65th Legislature's (1977) base year, the number of contact hours increased in each base year. As defined in Chapter 1, the base year is the time

Table 4-4. Base Year Contact Hours: 1974-2007

Biennium	Academic	Vocational-Technical	Total	% Change from Previous Base Year		
				Academic	Voc-Tech	Total
1974-75	46,837,776	28,996,523	75,834,299			
1976-77	64,246,205	45,495,337	109,741,542	37.2%	56.9%	44.7%
1978-79	61,622,066	46,348,058	107,970,124	-4.1%	1.9%	-1.6%
1980-81	59,425,594	51,654,449	111,080,043	-3.6%	11.4%	2.9%
1982-83	62,857,028	58,387,362	121,244,390	5.8%	13.0%	9.2%
1984-85	70,056,219	65,781,875	135,838,094	11.5%	12.7%	12.0%
1986-87	69,709,836	67,583,625	137,293,461	-0.5%	2.7%	1.1%
1988-89	74,518,454	63,173,540	137,691,994	6.9%	-6.5%	0.3%
1990-91	88,902,813	63,722,101	152,624,914	19.3%	0.9%	10.8%
1992-93	100,650,064	65,925,163	166,575,227	13.2%	3.5%	9.1%
1994-95	111,758,358	67,690,809	179,449,167	11.0%	2.7%	7.7%
1996-97	111,536,527	69,177,660	180,714,187	-0.2%	2.2%	0.7%
1998-99	113,935,868	71,708,130	185,643,998	2.2%	3.7%	2.7%
2000-01	119,009,560	74,598,976	193,608,536	4.5%	4.0%	4.3%
2002-03	129,571,348	73,956,670	203,528,018	8.9%	-0.9%	5.1%
2004-05	154,585,691	79,243,893	233,829,584	19.3%	7.1%	14.9%
2006-07	162,387,434	81,657,055	244,044,489	5.0%	3.0%	4.4%

period that is used to collect contact hours that are used in allocating the funding in the appropriation act each biennium. It is a 12-month period of time that ends in the term that the Texas Legislature is convened in regular session. The 244 million contact hours generated for the 79th Legislature's (2005) base year was 222 percent greater than the base year in 1973. As mentioned in the previous chapter, the appropriations per contact hour ratio provides a normative measure for comparing appropriations during this time period.

The second factor that will be considered in this analysis is any major state or national event that could explain why the appropriations changed markedly. For example, during the period when funding was based on FTSE (1942-1973), the influx of students due to passage of the G.I. Bill was a major national event that had a bearing on higher education enrollment.

It should also be noted that the addition of five community college districts during the formula era did increase the number of students statewide (see Table 4-2). In 1974, the first year that Texas community college appropriations were determined by formula, three new college districts were established (Austin, Midland, and North Harris Montgomery) to bring the number of community college districts to 47. In 1986, two new districts (Collin and Northeast Texas) were included in the appropriations bill. In 1996, the fiftieth district was added, South Texas College.

Formula Appropriations Per Contact Hour. The following analysis will be limited to the academic and vocational-technical components of the instructional appropriations, since these funds are tied directly to the base year contact hours generated each biennium. Figure 4-9 and Table 4-5 show academic and vocational/technical appropriations per contact hour for each even year from 1974 to 2006. Figure 4-9 graphically demonstrates that during the early years of the formula period a major increase in the average amount paid per contact hour occurred. In 1974, the total amount per contact hour was $.99. By 1984, the ratio had increased to $3.05, a 207 percent increase. There was an increase in the dollar per contact hour each biennium during the

Figure 4-9. Texas Community College Formula Appropriations Per Contact Hour: 1974-2006

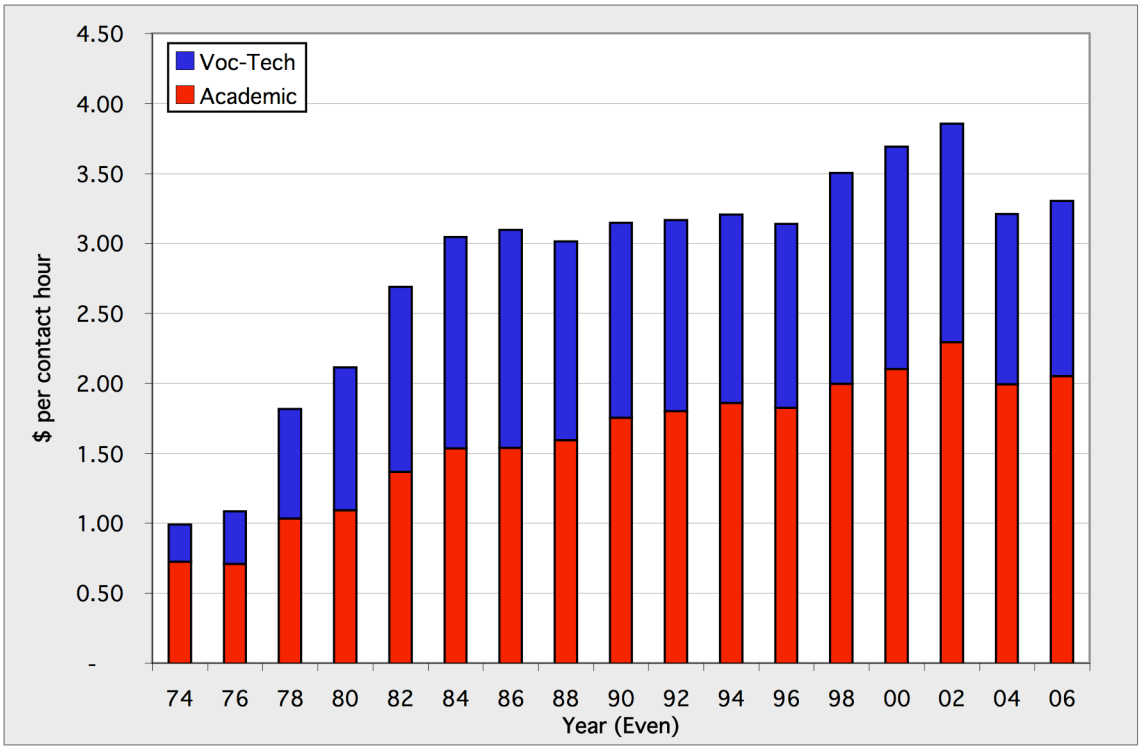


Table 4-5. Texas Community College Formula Appropriations Per Contact Hour: 1974-2006

YEAR	74	76	78	80	82	84	86	88	90
$/CH	0.99	1.08	1.82	2.11	2.69	3.05	3.10	3.01	3.14
% diff		9.3%	68.0%	16.2%	27.3%	13.3%	1.6%	-2.7%	4.4%

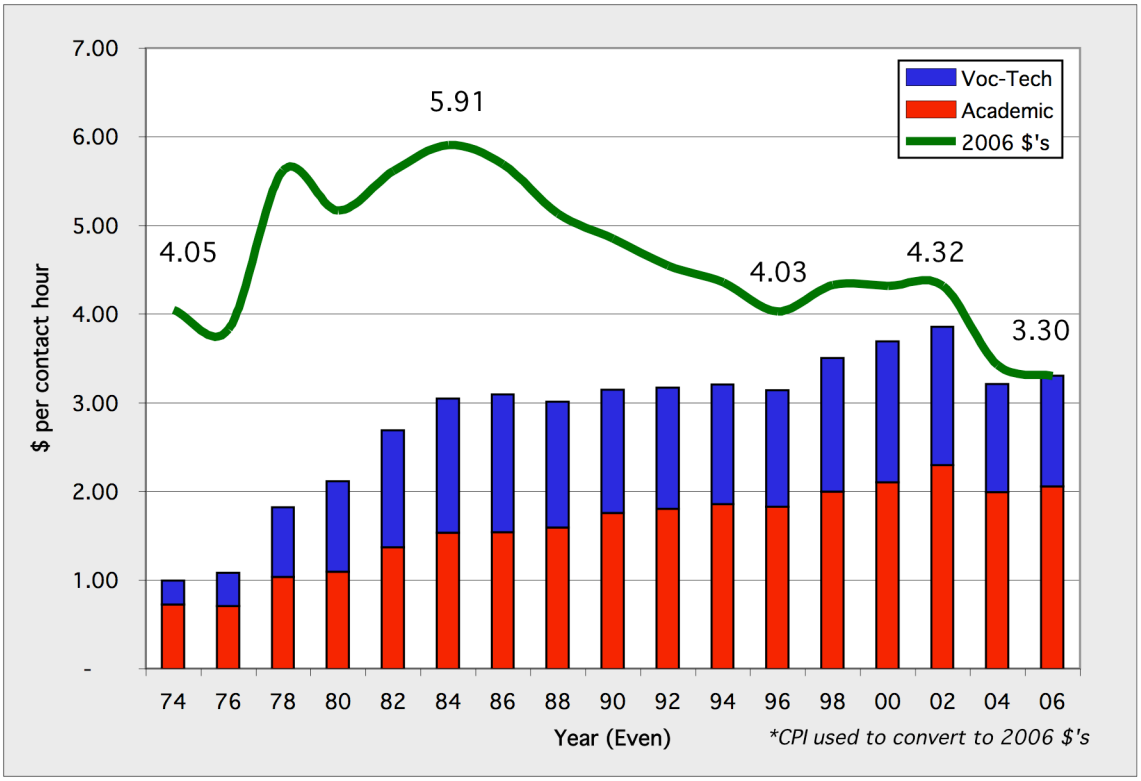
YEAR	92	94	96	98	00	02	04	06
$/CH	3.17	3.20	3.14	3.50	3.69	3.85	3.21	3.30
% diff	0.7%	1.2%	-2.0%	11.6%	5.4%	4.5%	-16.7%	2.9%

first decade of the formula method, as shown in Table 4-5. It's interesting to note that the largest increase (68 percent) occurred between 1976 and 1978 when total base year contact hours decreased 1.6 percent (see Table 4-4). From 1984 to 1996, the

appropriation per contact hour ratio was relatively flat (from a low of $3.01 in 1988 to a high of $3.20 in 1994). From 1996 to 1998, the ratio increased 11.6 percent (from $3.14 to $3.50). The following two biennia also saw the ratio increase; 5.4 percent from 1998 to 2000 and 4.5 percent from 2000 to 2002. In 2002, the ratio hit its highest level at $3.85 per contact hour. The growth in the appropriation per contact hour ratio shown in Figure 4-9 from 1998 to 2002 provides an explanation for why the enrollment line in Figure 4-8 dipped into the appropriation portion of the graphic. The state provided more funds on a contact hour or per student basis. The 16.7 percent drop to $3.21 in 2004 was the largest decrease in the formula period. In the next section on major events, an explanation will be offered for this decline.

Before moving on to that discussion, however, one more finding needs to be presented. Figure 4-10 shows the same data that is in Figure 4-9 with a line showing the appropriation per contact hour in constant 2006 dollars. In constant dollars, the ratio grew 46 percent from 1974 ($4.05) to 1984 ($5.91). However, from 1984 to 1996 the ratio decreased steadily each biennium with the ratio for 1996 ($4.03) being lower than the initial ratio in 1974. In 1998, the constant dollar ratio increased seven percent to $4.33 and remained at that level until 2002. In 2004 the rate decreased to $3.43, a decrease of 21 percent, and declined further in 2006 to $3.30.

Figure 4-10. Texas Community College Appropriations Per Contact Hour (in current and 2006 Dollars): 1974-2006

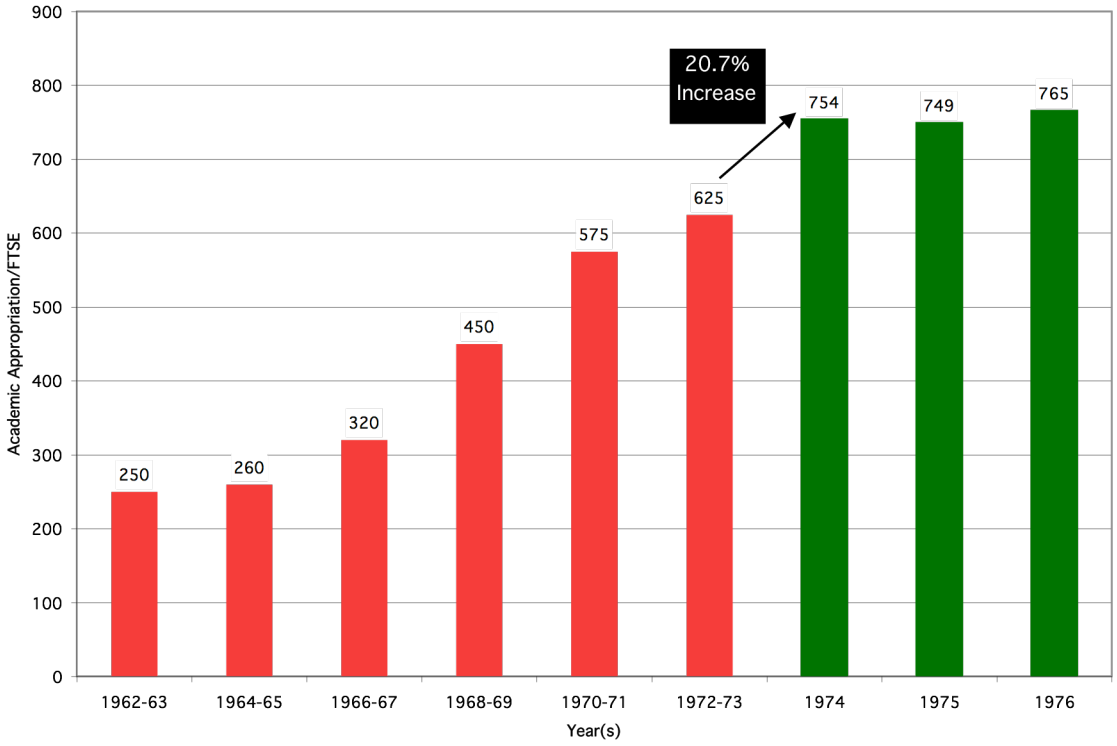


Major Events. During the formula era, two periods of economic distress have significantly affected Texas community college appropriations. In 1986, a $2.8 billion revenue shortfall caused a decline in state appropriations. The deficit occurred because of the fall in the price of oil from just over $24 a barrel to $10 a barrel (THECB, 1986). The overall appropriation for community colleges for the 1986-87 biennium was three percent less than the previous biennium (see Table 4-1). In 2002, a $10 billion budget deficit faced the 78th Texas Legislature prior to convening in January 2003. The Legislature approved a mid-year recision and reduced community college appropriations

by seven percent in FY 2003 and by almost five percent in the 2004-05 biennium. As noted in Table 4-4, base year contact hours grew 14.9 percent for the 2004-05 biennium. The combination of the decrease in state appropriations and the increase in base year contact hours created the 16.7 percent decrease in the appropriation per contact hour from the 2002-03 biennium (TACC, 2003b).

Academic Appropriation. As shown in Figure 4-7, the academic appropriation for public community colleges grew throughout the formula period. With funding based

Figure 4-11. $/FTSE Comparison: Preformula (Red) to Formula (Green)



on the entire academic year (i.e. the 12-month base period) rather than just the fall semester, it is not surprising that funding for academic transfer courses grew from $54.9 million in 1974 to over $500 million in 2006. Double digit increases in the academic

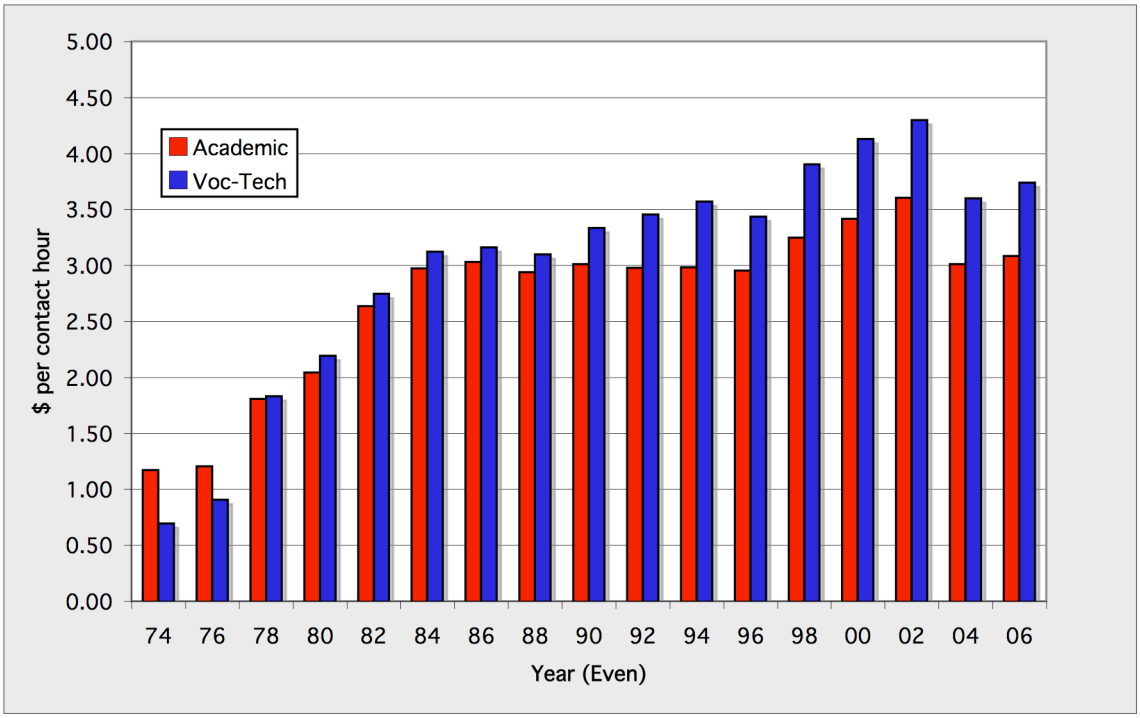
appropriation occurred in 1974 (26%), 1976 (41%), 1978 (44%), 1982 (36%), 1984 (26%), 1990 (22%), 1992 (12%), 1994 (11%), 1998 (12%), 2000 (10%), and 2002 (15%) (see Appendix K). Figure 4-11 provides a comparison between the academic appropriations per full time student equivalents in the last six biennia of the preformula period to the academic appropriations per FTSE generated during the first three years of the formula period (1974-1976). As noted in Figure 4-11, the amount per FTSE in 1974 ($754) was 20.7 percent higher than the amount per FTSE ($625) in 1972-73.

Vocational-Technical Appropriations. The growth in vocational-technical appropriations throughout the formula era is noteworthy. In 1974, the appropriations were a combination of state funds and Federal funds as had been the case in the FTSE era (see Figure 4-8; Appendix K). By 1980, only state funds were directed through the appropriations bill for vocational-technical education at public community colleges. Also beginning in 1980, the funds for vocational-technical education were provided in the community college section of the appropriations bill rather than in the Central Education Agency budget (H.B. 558, 66th Texas Legislature, 1979). The state's investment in 1974 was $20.2 million. In 2006, the state appropriated $305.1 million for vocational-technical education—15 times the amount the state provided in 1974. One of the important contributions of this study is tracking the growth of funds for vocational-technical education in Texas. One way to demonstrate this growth is to compare the contact hours for vocational-technical education with the contact hours generated by academic courses. In 1974, 62 percent of the contact hours were from academic courses and 38 percent was from vocational-technical instruction. In 1986, there was a 51%/49% split between academic and vocational-technical contact hours. Since 1986, academic contact hours have grown by 98.9 million contact hours (a 132% increase) while

vocational-technical contacts have had a more modest growth of 7.7 million contact hours (a 24 percent increase).

By using the appropriation per contact hour ratio, another comparison can be made between the academic and vocational-technical areas. A brief note on the method is warranted. For this analysis, the total dollar amount appropriated for academic education was divided by the number of academic contact hours. The same procedure was used for the vocational-technical appropriations and contact hours. The results do not add up to the total appropriation per contact hour that was provided in Figure 4-9 and Figure 4-10 because the academic and vocational disciplines are treated separately. For example, the appropriation per contact hour for 1974 was $.99 (see Figure 4-9). The 1974 ratio was calculated by dividing the total formula appropriation ($75,101,942) by the total number of contact hours (75,834,299). For the current analysis, the academic ratio of $1.17 was obtained by dividing the total academic appropriation ($54,926,881) by the total number of academic contact hours (46,837,776), and the vocational/technical ratio was obtained by dividing the total vocational/technical appropriation ($20,175,061)

Figure 4-12. $/Contact Hour Comparison: Academic and Vocational-Technical



by the total number of vocational/technical contact hours (28,996,523). Figure 4-12 shows the results of this analysis. From 1978 to 2006, the vocational-technical ratio was higher than the academic ratio. From 1992 to 2006, the split between the two contact hour areas was 46 percent for academic programs and 54 percent for vocational-technical programs. By looking at the growth in vocational-technical contact hours coupled with the pattern of increased appropriation per contact hour, it is clear that the funding of vocational-technical programs became a priority of the Legislature during the formula era.

Contingency Appropriation. As defined earlier, the contingency appropriation refers to funds provided by the Legislature for enrollment growth during a biennium for

new and existing colleges. During the formula era, three different appropriation patterns emerged that fall under the "contingency funds" category.

First, from 1974 to 1985 the Coordinating Board continued the contingency fund policy that was initiated in the preformula time period. That policy was to recommend to the Legislature that an amount equal to ten percent of the formula appropriation be trusteed to the Coordinating Board and distributed to community colleges based upon actual enrollment growth during the biennium. The Legislature provided contingency funds from 1974 to 1979 and from 1983 to 1985 for this purpose. In FY 1977, the Legislature appropriated a contingency appropriation of $20.4 million. This amount was the largest contingency appropriation dollar-wise. It also represented 12 percent of the total instructional appropriation.

The second pattern of appropriating contingency funds emerged in the 1986-87 biennium. The Legislature did not provide any funds for enrollment growth. However, it did provide new campus funds for the new districts of Collin and Northeast Texas as well as a new campus that was added to the Alamo Community College District.

In the 1996-97 biennium, the third contingency fund pattern emerged. The Legislature continued providing an appropriation for new campuses (e.g., South Texas College in 1996-97). In addition, it provided funds for dramatic enrollment increases during the biennium for new and existing colleges. The dramatic enrollment increase funds were trusteed to the Coordinating Board and institutions were eligible for the funds only if they experienced more than five percent contact hour growth in fall of the first year of the biennium and ten percent contact hour growth in the second year. Appendix K provides a summary of all contingency appropriations made to public community colleges from 1974 to 2006.

Interviewee Comments

The individuals interviewed for this study made the following general comments about the formula and the Legislature's perspective regarding formula funding (referred to by several interviewees as "contact hour funding").

Formula Funding

Quite frankly, I think we all got more funding than we thought we would ever get with contact hour funding. (Retired Community College President)

When you get to percentages [of the full RFOE/cost study rates] as low as 50%--probably when you get below 80%--it begins raising questions about the validity of the formula. Especially if all other indications are that community colleges are continuing to operate, take in students, and award certificates and degrees. (Retired State Agency Staff)

[Formula funding] was a way to get more money to the schools--particularly to the big schools, and to encourage year-round use of facilities. The formula was a means to distribute funds where the need was—especially vocational-technical education. (Community College President)

The creation of formula funding itself instead of the old per student type of funding was a key event. I think just the concept of formula funding was a huge positive that has helped make community colleges what they are. (Retired Community College President)

The formula did differentiate according to the cost of the programs. (Retired State Agency Staff)

We had a lot of money in the early 80s to fund instruction. The bottom fell out with the oil bust. The 3% decline in 1987-88 [was] due to the oil bust. (Community College President)

The shift from semester credit hours to contact hours was a key event. This put vocational-technical courses on an even keel with academic [courses]. That wasn't the case before. Contact hours are a convenient and consistent unit of measurement. It makes logical sense. (Community College President)

There were two reasons for the development of the formula. One, it was a way to get more money. Two, it was a way to do it equitably. (Community College President)

1980 was the high point. Those were the good years. That was when oil was selling for $35/barrel. We were getting a lot of money from the state in the late 70's/early 80's. So much so that some schools … had difficulty spending all of it. Whatever you had leftover at the end of the year, you would let it fall into your local fund balance. I know at [one college] they would get one million in that balance and build a building. Somebody got wise to it and that's when they put a rider in the appropriation bill that if you didn't spend it, you had to send it back. (Community College President)

Legislature and Formula Funding

It boiled down to the amount [to be funded by the Legislature]. The cost study would say $50 million. But the Legislature would start with $40 million, funding 80%. Then, the battle was on to try to raise the amount. (Retired Community College President)

We breezed along until 1985 when the price of oil dropped $10/barrel. A lot of [the decline in] …funding was a lack of funding at the state level; not that we fell out of grace. It was just lack of money. (Retired Community College President)

The minute community colleges passed the $1 billion mark [they] got on the Legislature's radar. They began looking at us a lot closer. It looks …to me [like] you are headed towards $2 billion. There will be more scrutiny at $2 billion. That amount of money is noticeable. I think the Legislature will look at a centralized system like California. (Former Community College Official)

…[S]hared expense was a great concept for the state and the student. It provided education locally for the student with less expense. The concept was great, but the practice was never right. From the inception of the formula, the CB would make a recommendation to the Legislature, but the Legislature would discount the formula…looking at the revenue streams available. It has evolved where the Coordinating Board discounts the formula first and the Legislature discounts it again. (Former Community College Official)

I was at a social function in Kerrville when I got into a detailed discussion with a state legislator about contact hour funding. I was surprised it went on for as long as it did; it was an in-depth discussion. (Community College President)

The Legislature liked formula funding because they could see what it actually cost to teach a course and [the cost study] had great credibility for a long

time… until they ran out of money. Then, they did what they do now, they give us what they have. (Community College President)

One of the Coordinating Board's tasks was to develop a formula recommendation. One of the challenges each biennium was to figure out what that recommendation should be and how to make it as likely as possible that it would be taken seriously by the Legislature. In the mid to late 80's, it appeared unlikely that the Legislature would be able to fund the formula if it was fully based on the cost study. It would be an increase so large that there was zero chance it would be funded. In practice, since the mid 80's, the Legislature has not paid that much attention to the Coordinating Board's recommendation. (Retired State Agency Staff)

We go into each session with the question, 'How much of the formula are we going to be able to get this time?' We're always in the position of fighting to try to get more of the formula when the …formula used to be a given. (Community College President)

The Legislature wanted an equitable distribution of funding. Contact hour funding took the pressure off of them. (Community College President)

Formula funding is a methodology to fairly distribute state funds without undue influence by politics. (Former State Agency Staff)

Funding has been a moving target for community colleges. I don't think we ever had an agreement with the State that was intended when the formula was initiated and the eight elements of cost were established. It quickly became a method for cutting up the pie as opposed to determining the level of funding necessary. (Retired Community College President)

There's an awful lot of politics that is involved with how we come out in the end. (Former Community College Official)

Other Instructional Appropriations: 1974-2006

The instructional appropriation to community colleges is not completely based on the formula. The Legislature has appropriated additional instructional funds to colleges in one of two ways. First, it has provided a minimum appropriation for small public community colleges regardless of the number of contact hours generated by the institution. This appropriation has been referred to as the "funding floor" or the "small

institution supplement." Second, the Legislature has instituted "hold harmless" provisions for institutions at certain times. Like the funding floor/small institution supplement, the hold harmless appropriation is not based on contact hours generated by the institution; rather, it is based on the level of appropriation the institution received the previous biennium. A comprehensive review of both the funding floor/small institution supplement and hold harmless funding is provided below.

Funding Floor/Small Institution Supplement. Starting in FY 1982, the Legislature established a policy that guaranteed a community college a minimum appropriation regardless of the contact hours generated. The first floor amount was $1.2 million per year (H.B 656, 1981, p. III-29). Table 4-6 provides a summary of this appropriation from the 1982-83 biennium to the 2006-07 biennium. Three colleges have received the floor amount at various times in their history: Clarendon College, Frank Phillips College, and Ranger College.

Table 4-6. Funding Floor/Small Institution Supplement: 1982-2006

Biennium	$/Fiscal Year	Colleges
1982-83	1,200,000	Clarendon
1984-85	1,200,000	none
1986-87	1,200,000	none
1988-89	1,500,000	Clarendon
1990-91	1,500,000	none
1992-93	1,626,319	Clarendon, Ranger
1994-95	2,000,000	Clarendon, Frank Phillips, Ranger
1996-97	2,000,000	Clarendon, Frank Phillips, Ranger
1998-99	2,025,000	Clarendon, Frank Phillips, Ranger
2000-01	2,125,000	Clarendon, Ranger
2002-03	2,318,375	Clarendon, Ranger
2004-05	2,092,187	Clarendon, Ranger
2006-07	2,086,756	Clarendon, Ranger

Hold Harmless. The Legislature has utilized hold harmless provisions to keep institutions from experiencing significant losses in state appropriations between biennia. In 1991, the 72nd Texas Legislature provided $610,000 per fiscal year in hold harmless funds to Central Texas College due to the reduction in contact hours created by the exit of students (in this case military personnel) because of the Gulf War. In 2001, the 77th Texas Legislature kept Western Texas College's appropriation the same for the 2002-03 biennium as the college had received the previous biennium even though its base period contact hours had decreased 12 percent. The hold harmless funds were provided because of a lock down in one of the prisons the institution provided extensive coursework during the base year.

The 78th Texas Legislature (2003) had to deal with a $10 billion deficit in state funds. This shortfall occurred when the base year contact hours for community colleges had increased 14.9 percent, the largest growth since the 1976-77 biennium. The initial version of the appropriations bill reduced the overall formula appropriation to two-year

institutions by 12.5 percent. Due to the high contact hour growth in some districts relative to the growth (or lack thereof) at the other community college districts, the draft appropriation would have resulted in an appropriation loss greater than 12.5 percent for 24 of the 50 districts. By the end of the legislative session, budget writers decided that the largest reduction to any district's appropriation would be no more than 9.8 percent below what the college had received for the previous biennium. For example, if the distribution of funds through the formula for a college resulted in a 15.8 percent decrease in the institution's appropriation, the hold harmless provision adopted by the Legislature restored the six percent difference (i.e. 15.8 – 9.8). A total of 14 college districts received hold harmless funds for the 2004-05 biennium. Of the 14, only one had experienced a decrease in base year contact hours from the previous biennium.

Since several institutions received lower appropriations in 2004-05 (even though many had experienced enrollment growth), the 79th Texas Legislature (2005) decided that no college district would receive an appropriation for the 2006-07 biennium that was lower than what was provided in the previous biennium. The Legislature appropriated $7.4 million in hold harmless funds to keep six colleges' appropriations at the same level as the previous biennium. Of the six, one district experienced an increase in contact hours from the previous biennium while the other five college districts experienced decreases.

Percent of Formula Funded: 1974-2006

As stated in Chapter 1, when policy makers and community college leaders meet together to discuss community college funding, often the discussion revolves around the question: "What percent of the formula was funded?" To get the prevailing perception of the level of historical funding of the formula, the following question was asked in most

interviews: "To your knowledge, has the cost study ever been fully funded?" The interviewees responses are provided below.

- *Maybe in its inception the Legislature got close. But as time passed, they have discounted it [the formula] more and more. [The] community college share [local share] of …[operating budgets] has gone up; [the] state's share … has gone down. That's not a function of anything except [that] the Legislature has adopted priorities that prevent it from achieving full formula [funding].* (Former Community College Official)

- *I seem to recall that the state did fully fund the Coordinating Board recommendations for community college funding in the early years I was at the Coordinating Board. But this did not last.* (Retired State Agency Staff)

- *I do not think so.* (Retired State Agency Staff)

- *It depends on your definition of "fully funded." In my opinion, the way I define fully funded the answer to that question is yes. Because the cost study is an all funds study, the costs of education are from all sources of revenue—state appropriated general revenue, tuition and fees, and in some cases property tax revenue. So, in that sense the full costs of instruction have been funded. If you define fully funded as the cost of instruction paid from general revenue, I'm not aware of a time when it was.* (Former State Agency Staff)

- *No. Closer in the 1980's than now, but never completely.* (Community College President)

- *Yes, in the beginning I believe those rates were funded 100%.* (Community College President)

- *No, not in my tenure. It got close a few times.* (Retired Community College President)

- *I do remember a time, there was one year that it was 100%--dollar for dollar. That was only for one year. It was either 1974, 1975 or 1976. I did the calculations at TEA that year.* (Former State Agency Staff)

- *Full formula rates were part of [the[discussion. I don't think they [the Legislature] ever funded the full amount.* (Retired Community College President)

- *Not fully funded; just a percentage. I never got the impression that the state came up with that amount of money. Why would they pay 100% if they knew you['ve] got tuition and fees and property tax revenue? …[W]hen I was working at TEA in the early 70's, the assumption was there would be some*

percentage of the median cost appropriated by the Legislature. (Former State Agency Staff)

- *I can't recall a time when it was [completey funded]*. (Retired State Agency Staff)
- *Full formula is mythology, not false or fictitious, but a myth*. (Former Community College Official)

The majority of interviewee responses suggest that the state has not ever funded the formula fully, although higher percentages were provided in the early days of the formula system. Certainly not all of the respondents have this perception.

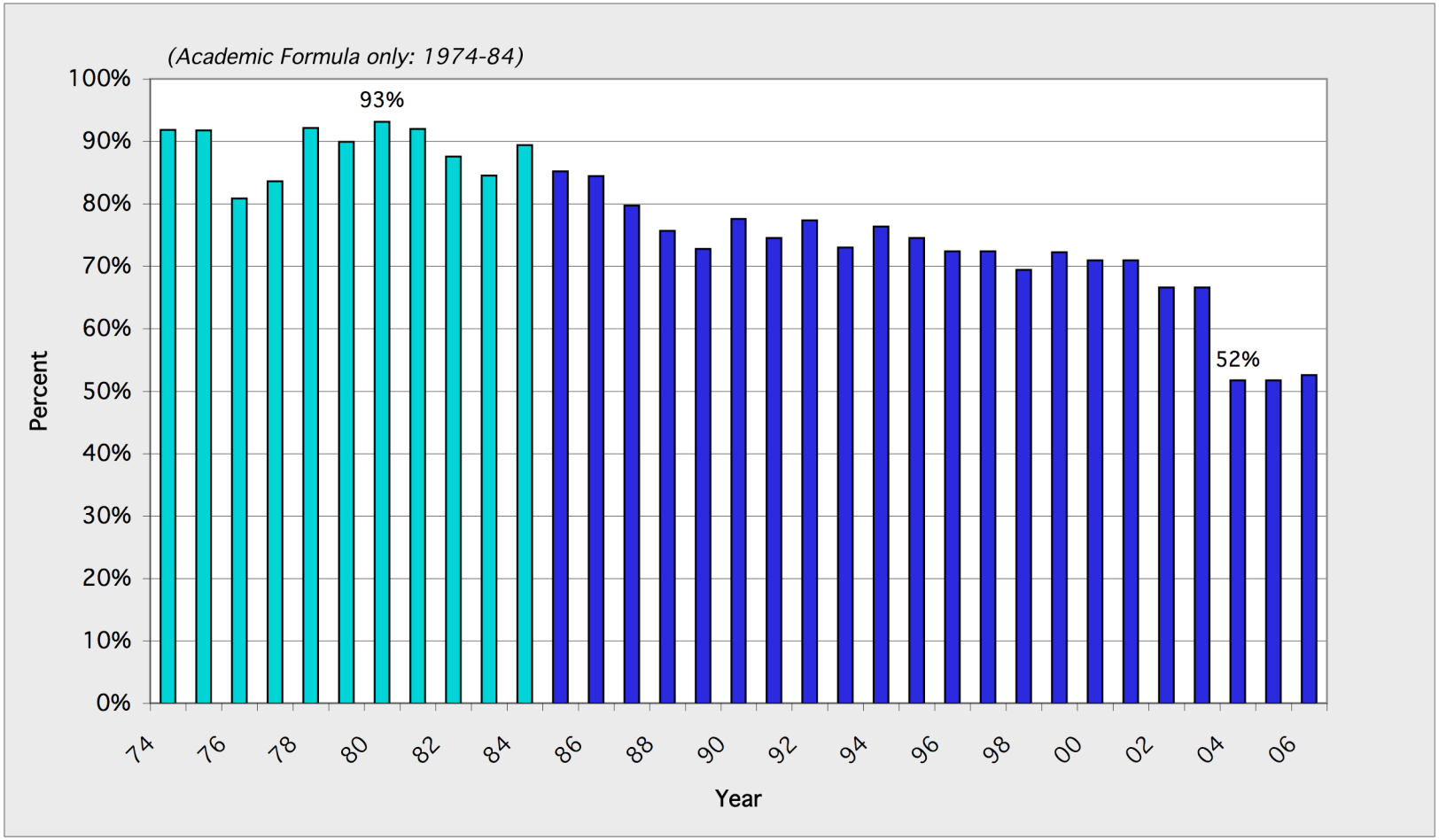
To answer the research question "*What has been the relationship between the full cost of community college instruction, the Coordinating Board's recommendations, and Legislative appropriations since the inception of the formula system?"* a systematic analysis of relevant Coordinating Board and government documents was conducted to determine the percent of formula appropriated each biennium from 1974 to 2006. Calculations for percent of formula funded were made by taking the formula rate funded by the Texas Legislature and dividing that number by either the RFOE/cost study rate or the THECB recommended rate—whichever was higher. From 1974 to 1993, the formula rate recommended by the Coordinating Board to the Legislature was either equal to the RFOE/cost study rate or higher. From 1994 to 2006, the Coordinating Board's recommendations for formula rates were less than the rates generated by the RFOE/cost study. The only exception to this pattern was for the 2000-01 biennium when the Legislature required the Coordinating Board to recommend full RFOE/cost study rates. The appropriations bill passed by 75th Legislature (HB 1, 1997) included the following rider in the Coordinating Board's section of the bill: "[I]n making recommendations for public community college, Texas State Technical College, and 2-year Lamar institution funding under Section 61.059, Education Code, the board shall conduct a study of the cost of instruction and administration in each of the academic and vocational fields of

instruction. The board shall report the results of the study as its recommendation (for FY 2000 and FY 2001) under Section 61.059" (p. III-49).

The archival research was successful in identifying documentation for each year of the formula period although there are two caveats about the data that need to be mentioned. First, only academic rates from the Coordinating Board were used for the percent of formula from 1974 to 1985. During this time period, the vocational-technical formula was calculated at the Texas Education Agency and comprehensive records could not be located. (Thus, the one respondent's statement that in one year 100% of the vocational-technical formula was funded could not be confirmed.) RFOE/cost study rates, THECB recommended rates, and Legislative funded rates were found for each year except 1980, 1981, 1984, and 1985. An alternative method for determining percent of formula was used for these years. The formula amounts that appear in the General Appropriations Act for 1980, 1981, 1984, and 1985 were divided by the THECB recommended formula amounts that were sent to the Governor from THECB Commissioner Kenneth Ashworth on April 20, 1979 and May 4, 1983.

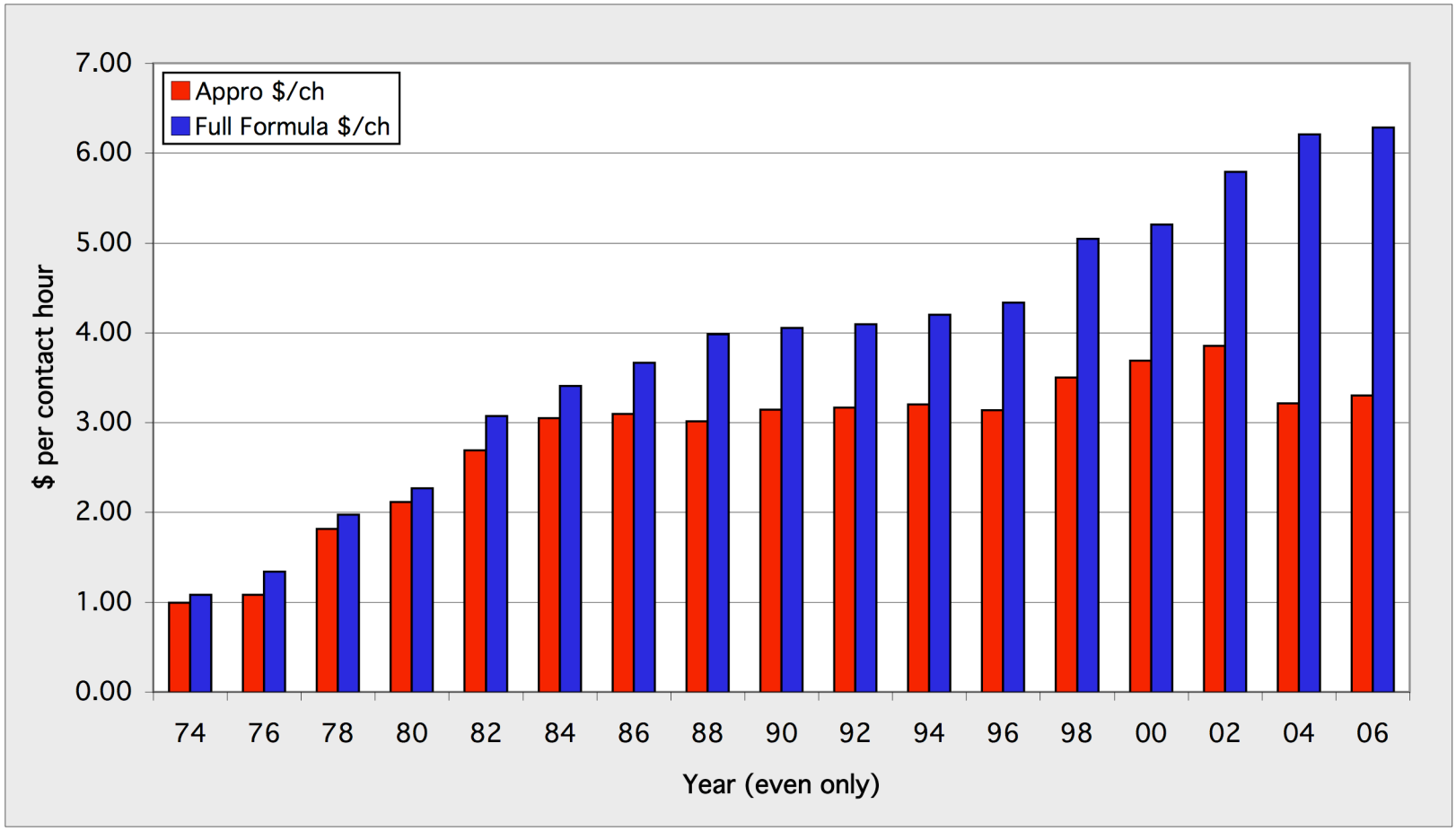
Figure 4-13 provides the results of this analysis. Based on the methodology outlined above, at no time since its inception has the formula been fully funded. The highest level of funding occurred in 1982 when 93 percent of the formula was funded. The lowest level was in 2005 when only 52 percent of the formula was funded. The average for each decade was: 1974 to 1983 = 89 percent (academic only), 1984 to 1993 = 79 percent, 1994 to 2006 = 67 percent. Obviously, there has been a general decline in this percentage since the formula has been used.

Figure 4-13. Percent of Full Formula Funded by the Texas Legislature: 1974-2006



A similar pattern emerges from an additional analysis which compared the appropriated amount per contact hour to the full formula amount per contact hour (see Figure 4-14). The appropriations per contact hour analysis was presented earlier in this chapter (see Figures 4-9 and 4-10; Table 4-5). As was mentioned previously, appropriations per contact hour grew from 1974 to 1984 and then stabilized around the $3.14/ to $3.20/contact hour mark until 1998 when it grew to $3.50. The ratio increased to $3.69 in 2000 and to $3.85 in 2002, the highest rate in the formula era. It then decreased to 1984-1998 levels at $3.21 in 2004 and increased slightly to $3.30 in 2006. As Figure 4-14 demonstrates, the full formula amount per contact hour follows the same basic pattern until 2002. The $3.85 appropriation/contact hour in 2002 represented a four percent increase from 2000 while the full formula per contact hour increased 11 percent for the same time period. Even more dramatic was the change that occurred from 2002 to 2004. The appropriation per contact hour decreased seventeen percent. The full formula per contact hour increased seven percent. The gap between the appropriated amount per contact hour and the full formula amount per contact mirrors the 52.6 percent of full formula presented in Figure 4-13. The striking component to Figure 4-14 is the growth of the full formula rate per contact hour. From 1974 to 1988 the full formula rate per contact hour increased steadily before flattening out at approximately $4.00 per contact hour in 1988. Between 1988 and 1996, the full formula rate per contact hour increased 18 percent to $4.33. From 1996 to 2006, it increased to $6.28 (45 percent). It is beyond the scope of this investigation to speculate as to why the increase occurred in the full formula rate per contact hour. This is an area subsequent research can explore.

Figure 4-14. Full Formula Funding per Contact Hour Compared with Appropriations per Contact Hour: 1974-2006



Summary

This section has explored the funds the State of Texas provided to public community colleges from 1974 to 2006. During this time period, a funding formula was implemented for instructional funds. Two reasons were given for the creation of the formula. First, the enrollment demands created by the "baby boomers" required an expansion of the junior colleges into a comprehensive community college system. Second, the formula methodology (i.e., using a cost study) provided a basis for appropriations requests to the Texas Legislature. Both academic and vocational-technical education programs grew extensively in the formula era. But vocational-technical appropriations per contact hour increased the most over the time period. Other instructional funds, the funding for small colleges and hold harmless funds, were also discussed. Finally, data was presented that showed that the formula has never been fully funded since its inception.

OTHER FUNDS

As has been reported in this chapter, the majority of state funds appropriated to Texas community colleges have been instructional funds. The state has appropriated other funds and those funds will be detailed in this section. The appropriation history of four specific funds will be provided: special items, group health insurance, skills development, and STARLINK/Virtual College of Texas.

Special Items

Special Item funding, also called "non-formula funding," refers to "direct appropriations to institutions for projects that are not funded by the formula but are specifically identified by the legislature as needing support" (LBB, 2007, p. 7). Special item funding for community colleges started in the 1964-65 biennium with a $15,500

annual appropriation to Texas Southmost College for literacy education. Table 4-7 provides a summary of the total special item funding appropriated to public community

Table 4-7. Special Items, Summary of State Appropriations: 1964-65 Biennium through 2006-07 Biennium

Biennium	Appropriation	Districts Receiving Funds	% of Total Community College Appropriations
1964-65	31,000	1	0.20%
1966-67	30,000	2	0.10%
1968-69	30,000	2	0.00%
1970-71	140,000	3	0.10%
1972-73	235,000	1	0.20%
1974-75	250,000	1	0.10%
1976-77	250,000	1	0.10%
1978-79	250,000	1	0.10%
1980-81	250,000	1	0.10%
1982-83	3,365,000	2	0.50%
1984-85	4,314,884	2	0.50%
1986-87	2,945,480	2	0.30%
1988-89	3,209,050	2	0.40%
1990-91	4,075,346	3	0.40%
1992-93	7,898,916	25	0.70%
1994-95	8,006,816	8	0.60%
1996-97	13,823,568	16	1.00%
1998-99	10,331,284	7	0.70%
2000-01	10,508,154	6	0.60%
2002-03	10,247,404	6	0.50%
2004-05	9,784,584	6	0.50%
2006-07	15,701,394	8	0.80%

colleges since that time (see Appendix M for detailed special item appropriations by community college district). Several facts about the special items funded by the Legislature should be noted:

- The 67th Texas Legislature (1981) established the Southwest Collegiate Institute for the Deaf as a state supported institution in the Howard College

district and made an appropriation of $3.0 million for the 1982-83 biennium for the Institute. Special Item funding for the Institute has continued each biennium since.

- The Texas Legislature has funded three museums through special item appropriations: the Star of Republic Museum at Blinn College (formerly Old Washington State Park) beginning in 1970, the Heritage Museum/Genealogy Center at Hill College beginning in 1998, and the Airpower Heritage Museum at Midland College beginning in 1994.
- In the 1992-93 biennium, the largest number of colleges received special item funding with 25 colleges receiving an appropriation.
- In the 1990-91 biennium, one college received a $250,000 special item for "nursing enhancement." In the 1992-93, 22 colleges were appropriated unrestricted general revenue funds (ranging from $17,500 to $78,000) to enhance the nursing programs, although not all districts with nursing programs received these funds. Nursing enhancement special items were only appropriated during those two biennia.
- Special item funding has been one percent or less of the total community college appropriations since the first funds were provided in 1964.
- Twelve colleges have not received any special item appropriation.
- Since special item funding was not included in the schedule of questions for the open-ended interviews in this study, the researcher asked the current President and CEO of the Texas Association of Community Colleges (TACC) to comment on the increase in the number of colleges receiving special items during the 1990's. His response follows: *During the early 1990s the community college message to the Legislature was blurred by individual*

requests by colleges for special item funding. As a result, an increasing number of colleges received special item funding and the community college formula that benefits all colleges was largely neglected by the Legislature. The thinking in legislative circles was that because of the special items community college funding needs had been addressed.

- Since 1996, the special item policy of the Texas Association of Community Colleges has been "to neither solicit nor accept special item appropriations" (TACC, 1996, p. 19).

As mentioned, special items account for less than one percent of the biennial appropriations for public community colleges. Since the 1994-95 biennium, the six special items that have been consistently funded are the Southwest Collegiate Institute for the Deaf in the Howard County District, the three museums mentioned, the small business center at Dallas County Community College District, and the import/export training center at Laredo Community College.

Group Health Insurance

The 65th Texas Legislature made the first community college employee group health insurance appropriation in 1977. As noted in Table 4-8, the appropriation was $3.7 million for the biennium and provided $15 per month for each eligible employee. Eligibility was defined as "faculty teaching four months or more and who are employed for fifty percent or more teaching time" (p. IV-24, HB 510, 1977). From this initial appropriation until 1991, the state's appropriation was based on the number of eligible employees. Governor Bill Clements vetoed the appropriation for the 1988-89 biennium. The appropriation accounted for one to five percent of the state's total appropriations for community colleges from 1978 to 1991 (see Table 4-8). In 1991, community colleges were brought into the state's group health insurance plan through the Texas Employee

Retirement System (ERS). The change to the state system significantly increased the state's financial commitment to community college health benefits. The estimated[1] $120 million appropriated for 1992-93 represented a 134 percent increase over the 1990-91 appropriation of $51 million. The group health insurance appropriation from 1992 to 2007 accounted for nine to fourteen percent of the total funds appropriated to community colleges by the state. In 1991, all community college employees were included in the state's health insurance plan. In 2003, the 78th Texas Legislature removed physical plant workers from the appropriation. That accounted for the $33 million decrease in the appropriation for that biennium.

Table 4-8. Group Health Insurance Appropriations for Texas Community Colleges

Biennium	Appropriation	% of State Total
1978-79	3,701,520	1%
1980-81	10,368,360	2%
1982-83	16,395,544	2%
1984-85	31,873,724	4%
1986-87	28,544,161	3%
1988-89	$45.4 million vetoed	0%
1990-91	51,366,408	5%
1992-93	120,000,000*	10%
1994-95	136,007,912	11%
1996-97	133,886,824	10%
1998-99	140,778,146	9%
2000-01	172,051,123	10%
2002-03	253,365,601	13%
2004-05	220,772,988	12%
2006-07	277,863,531	14%

*TACC (2007) estimate

[1] The *General Appropriations Act* (H.B. 1, 72nd Texas Legislature, 1991, p. I-96) indicates only the total amount of Higher Education Group Health Insurance (HEGI) for all sectors of higher education ($395,648,000). The Texas Association of Community Colleges estimated the community college portion of the appropriation based on the community college share of HEGI in subsequent biennia.

Skills Development Fund

The 74th Texas Legislature established the Skills Development Fund in 1995 with an initial appropriation of $25 million for the 1996-97 biennium. During his tenure as Texas Comptroller, John Sharp recommended establishing a $100 million (per biennium) fund which would "provide community and technical colleges competitive access to a pool of funds to provide customized training, up-to-date equipment and facilities for technical courses" (p. 33, Sharp, 1994). Community colleges receive Skills Development Funds through a grant process administered by the Texas Workforce Commission. The grants provide funding for instructors and equipment needed to train workers for new jobs coming into the state or to retrain current employees if a company is making major changes in the delivery of a product or service. Table 4-9 provides the history of the funds provided. As shown in Table 4-9, the appropriation for the Skills Development Fund was $25 million, or roughly that amount, in each biennium through the 2004-05 biennium. In the 2006-07 biennium, the method for financing the Skills Development Fund was changed from a general revenue appropriation to a special formula whereby one-tenth of one percent of unemployment taxes collected by the state were appropriated to the fund (H.B. 2421, 79th Texas Legislature, 2005). As a result of this change in financing, the biennial appropriation for 2006-07 was $9.8 million.

Table 4-9. Skills Development Fund Appropriations for Texas Community Colleges

Biennium	Appropriation
1996-97	25,000,000
1998-99	25,000,000
2000-01	25,000,000
2002-03	25,000,000
2004-05	24,725,609
2006-07	9,787,604

STARLINK/Virtual College of Texas

The Texas Legislature has committed funds to two community college programs that enhance distance learning opportunities in the state: STARLINK and the Virtual College of Texas. STARLINK produces and distributes a variety of programs that provide staff development and training for college trustees, administrators, faculty, and staff. The Virtual College of Texas (VCT) provides access to distance learning courses and programs offered by Texas public community and technical colleges. VCT makes it possible for a student to enroll in his/her local college for a distance education course provided by other community or technical colleges in the state. Both STARLINK and the VCT are affiliated with the Texas Association of Community Colleges.

The first state appropriation of $300,000 (see Table 4-10) was for the 1992-93 biennium for a portion of the operation of STARLINK. At that time, STARLINK provided its professional training programs through a statewide satellite-based teleconference network. Currently, STARLINK's programming can be accessed through DVDs and internet video streaming. In 1997, the Virtual College of Texas was created and the state provided the first funds for it in the 1998-99 biennium.

Table 4-10. STARLINK/Virtual College of Texas Appropriations for Texas Community Colleges

Biennium	Appropriation
1992-93	300,000
1994-95	290,400
1996-97	290,400
1998-99	850,000
2000-01	700,000
2002-03	700,000
2004-05	1,274,430
2006-07	1,271,112

Summary

Funds provided by the state that do not fall under the definition of instructional funds were detailed in this section. The funds include Special Items which accounted for less than one percent of the total funds received by community colleges from the state during the time period included in this study. The state also provides funds for group health insurance for community college staff. In the 2006-07 biennium, these funds represented 14 percent of the total state funds to community colleges. Other funds discussed included the Skills Development Fund and those provided to STARLINK/Virtual College of Texas. In 2006-07, the Skills Development Fund accounted for a half of a percent of the total funds to community colleges and STARLINK/Virtual College of Texas accounted for .07 percent.

RELATIONSHIP BETWEEN REVENUE SOURCES: 1942-2006

This section will present data that answers the final research question of the study: *What has been the relationship between state appropriations, tuition and fees, and property tax revenue from 1942 to 2006?* The central policy issue in this investigation revolved around this relationship. As discussed in Chapter 2, one perspective on the relationship was that the state is responsible for the instructional costs and that local funds should be used for the operation and maintenance of the physical plant. In the *Legislative Priorities 2005* of the Texas Association of Community Colleges, the following statement appears: "Providing for community colleges has been a shared responsibility between the state (through formula funds) and local revenue sources (tuition and fees and ad valorem tax revenue)" (TACC, 2004, p. 13). Interviewees were asked to react to the TACC statement. A sample of the responses were:

> *(The) statement captures the partnership.* (Former Community College Official)

No ambiguity; that captures the partnership. (Community College President)

This statement is a given, inherent in the relationship with the state. (Community College President)

That captures my understanding. (Retired State Agency Staff)

I think the statement is accurate. I have long been advocate for strengthening the statement and making it clearer what the shared responsibilities are. But, I understand the political realities. (Retired Community College President)

All respondents agreed with the notion that the community college and the State of Texas have a funding partnership, although, as will be shown later, there was a wide variety of opinion about just what that partnership entails. The purpose of this section is to first provide data on the relationship among the three main revenue sources for Texas community college operations: state appropriations, tuition and fees, and property tax revenue. That discussion will be divided into two time periods: 1) the $/FTSE time period (1942-1973), and 2) the formula era (1974-2006). Then, a compilation of interviewee comments regarding the funding partnership will be provided.

The analysis of revenue sources for the $/FTSE time period relied on government documents and college histories located during the first phase of this research. As such, the data presented are more representative than comprehensive.

The analysis of revenue sources for the formula period was limited to funds used for instruction and operations; in current terminology, the analysis was limited to unrestricted funds (as contrasted with restricted funds, e.g. gifts or grants received from external individuals or agencies that restrict the use of the funds for specific purposes). The funds included in the analysis were: state formula appropriations for instruction, unrestricted tuition and fee revenue, and property tax revenues for maintenance and operations (M&O). Excluded from the analysis were restricted funds, state

appropriations for health insurance, property tax revenue for debt service, and federal student financial funds.

Revenue Sources: 1942-1973

As was mentioned earlier in this chapter, one of the concerns of community college leaders as the formula process was being developed was a lack of standard accounting procedures and reporting requirements for Texas community colleges. For the state instructional appropriations, reliable data was found for this study in the appropriation bills passed each session by the Texas Legislature. Finding data for tuition and fees and property tax revenues was more problematic. Several documents published by state agencies as well as published college histories were located that give insight into the relationships among revenue sources in this time period.

Hill College provides one example of the revenue patterns for community colleges in the 1940s and the financial struggles colleges faced at that time. After Hill College separated from the public school district in the early 1940s, the college began charging students $105 per year for tuition. In the College's 1945 catalog, tuition was listed as $155, "but then subtracted the $50 state supplement, leaving the same $105 to be paid by the student" (Faulk, 1996, p. 72). Hill College continued to keep the net amount students paid for tuition at $105 as the state supplement increased each biennium throughout the 1940s. In 1949, the college found itself in a financial crunch because of declining enrollment and a bill passed by the Texas Legislature that did not permit public school buses to transport community college students. "The result [of the financial crisis] was an announcement by the Board during the summer of 1949 that the college would have to close unless it could expand its tax base to include [all of] Hill County" (Faulk, 1996, p. 87). At that time, the city of Hillsboro was the taxing district. A referendum to add all of Hill County to the college's taxing district failed and the college closed in the

early fifties. It reopened in 1962 with an expanded taxing district and charged students $100 per year for tuition.

Four community college revenue sources were identified in a 1952 Central Education Agency Report: "(1) local taxation, (2) student tuition, (3) state subsidy, and (4) miscellaneous receipts" (Musgraves, 1952, p. 14). Table 4-11 provides the percentages for each revenue source from this report for fiscal years 1950 and 1951. According to the report, 29 of the 33 junior college districts had taxing districts with the tax rates ranging from eight to fifty cents per one hundred dollar property valuation. Three of the college districts that did not have a taxing district were "units of their respective independent school districts and receive[d] indirect benefit from local taxes" (Musgraves, 1952, p. 15). Student tuition in 1950 and 1951 was between $50 and $150 per student per year. As shown in Table 4-11, the appropriation from the state accounted

Table 4-11. Comparison of Texas Community College Revenue Sources: 1950, 1951, 1962, 1965

Year	Local Taxes	Student Tuition	State Appropriations	Other/ Misc.
1950	24%	22%	16%	38%
1951	30%	31%	20%	19%
1962	30%	20%	29%	21%
1965	31%	18%	27%	24%

for 16 to 20 percent of revenue. The Other/Miscellaneous revenue category for 1950 and 1951 included fees collected from students, Federal contracts, and auxiliary functions at the colleges. They accounted for 19 to 38 percent of revenues.

A report by the Texas Education Agency in 1963 provided revenue data for community colleges for fiscal year 1962. Revenue percentages from this report are shown in Table 4-11. The report indicated that the minimum tuition was $50 per

semester and accounted for 20 percent of the revenue. Thirty-five percent of the state's assessed property was located in the 33 community college districts that existed in 1962 (TEA, 1963, p. 21). Revenue from property taxes accounted for 30 percent of the total revenue for community colleges that year. State appropriations provided 29 percent of the total funds. The Other/Miscellaneous category for 1962 consisted of Federal aid to the colleges and revenue from auxiliary services. It accounted for 21% of revenues.

The most extensive data set for this time period was found in an early Coordinating Board document (1965) that detailed the source of revenue for each college district using general categories (e.g. State Appropriations, Tuition and Fees, etc.) and sub-categories of each (e.g., M&O tax revenue, debt tax revenue). In terms of total revenue (see Table 4-11), state appropriations accounted for 27 percent, property taxes accounted for 31 percent, tuition amounted to 18 percent, and Other/Miscellaneous accounted for the remaining 24 percent.

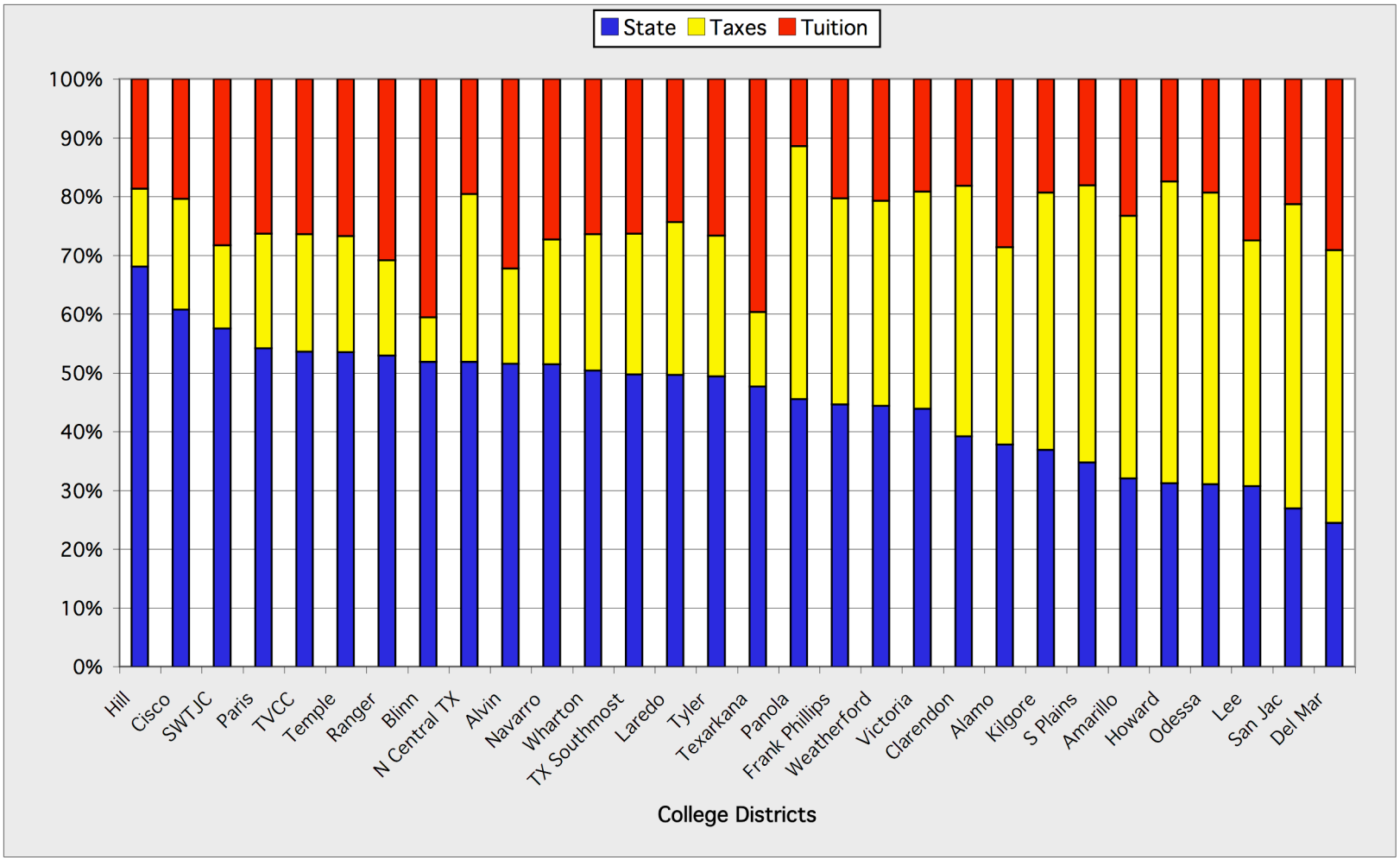
To summarize, the financing of community colleges was primarily from local sources (property taxes, student tuition, and auxiliary services) in the pre-formula time period. According to the summary provided in Table 4-11, the appropriations from the state accounted for roughly 25 percent of total funds.

The next section of this chapter provides extensive information about the relationship among revenue sources during the formula period. As mentioned earlier, the formula period analysis was limited to funds that were used for instruction and operations. The funds included state formula appropriations, unrestricted tuition and fee revenue, and property tax revenues for maintenance and operation. As a point of

comparison, information from the 1965 Coordinating Board report can be analyzed in the same manner as the formula era.

The analysis of revenue sources for the formula period (shown in the next section of this chapter) limited the comparisons to the three main revenue sources: state appropriations, property tax revenue for maintenance and operations (M&O), and unrestricted student tuition and fees. The 1965 Coordinating Board report provided enough detail concerning the revenue sources that a "formula era" description can be made. In other words, rather than looking at total revenue, the analysis can be limited to state appropriations, M&O tax revenue, and unrestricted tuition and fees. The 1965 Coordinating Board report showed that state revenue accounted for 40 percent of community college unrestricted funds, property tax revenue comprised 35 percent, and tuition and fees were 25 percent in fiscal year 1965. Figure 4-15 shows the relationships among the three unrestricted revenue sources for the college districts that existed in 1965 (see Appendix N).

Figure 4-15. Comparison of Revenue Sources by District: 1965



Revenue Sources: 1974-2006

The availability of reliable data was vastly improved for the formula era. The analysis in this section was based on revenue data from fiscal years 1975 and 1979 through 2006. Figure 4-16 shows the total revenue from each source (state appropriations, property taxes, and tuition/fees) along with fall headcount enrollment for each of the years mentioned (see Appendix N).

From 1975 to 1998, state appropriations were the largest portion of the community colleges' unrestricted revenue and generally tracked enrollment. From 1998 to 2003 the appropriations remained the largest portion and grew faster than enrollment. Figure 4-16 also shows the trends in property tax revenue and student tuition and fee revenue during the formula era. Property tax revenue began to increase more rapidly after 1998 and exceeded state appropriations in 2005 and 2006. Tuition revenue began to increase more rapidly after 2000 and was larger than state funds in 2005.

Figure 4-17 shows the same trend data as Figure 4-16, but in constant 2006 dollars for the three revenue sources. State funds increased dramatically from 1975 to 1984, declined after the budget crisis of the mid 1980's and then bounced along in a narrow range until 1998 when they finally returned to 1984 levels. Real state appropriations peaked in 2002 at nearly $900 million and then declined following the budget crisis of 2003. The level of funding in 2006 was equivalent to the funds the state provided in 1984. In contrast, real funds from property taxes and tuition and fees grew steadily until the last few years. The trend in real property taxes flattened in 2005, and the trend in real tuition and fees declined slightly in 2006. By 2006, each of the three revenue sources was contributing about the same amount of revenue to community colleges.

Figure 4-16. Comparison of Revenue Sources for Texas Community Colleges: 1975, 1979-2006

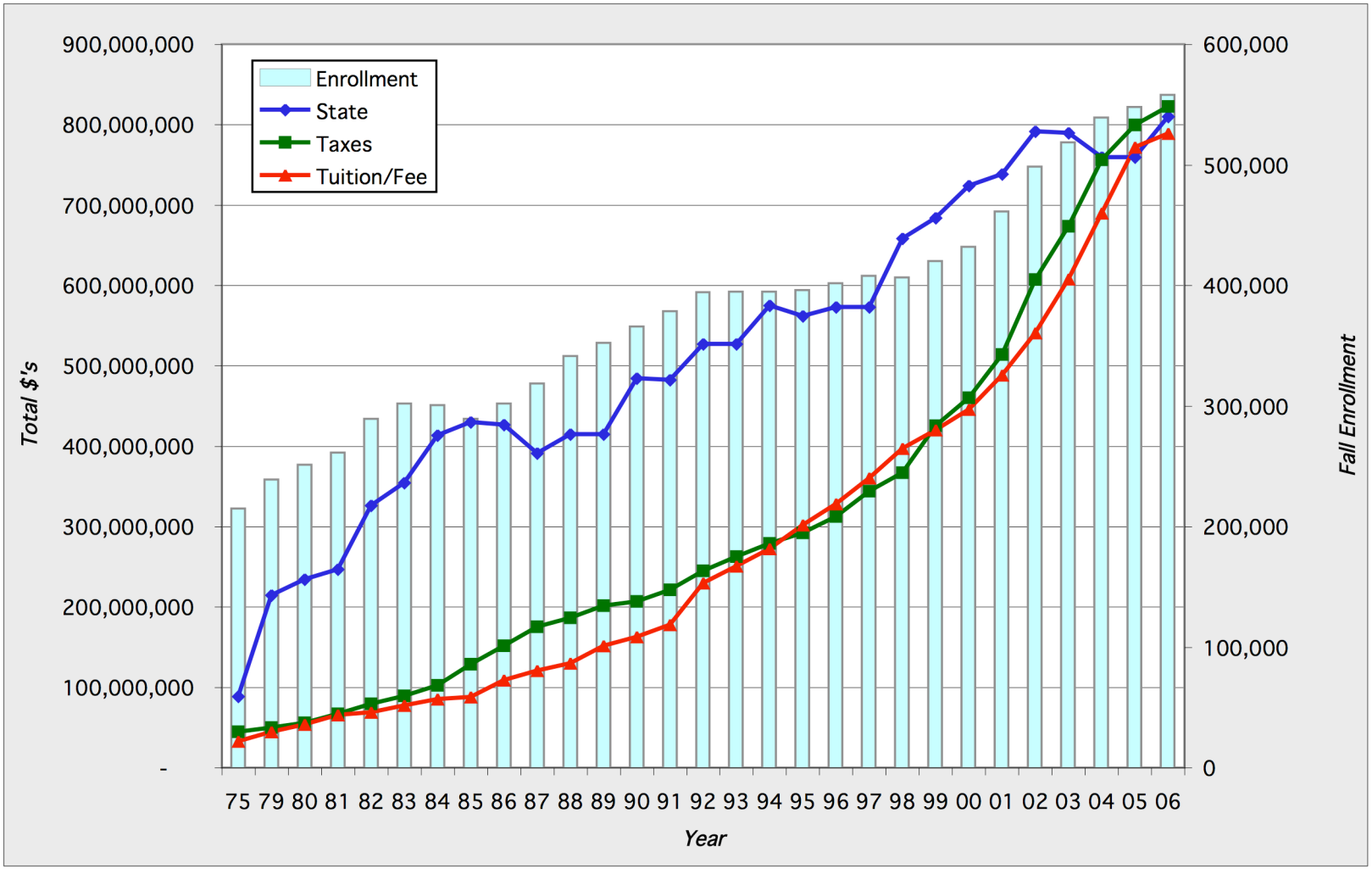
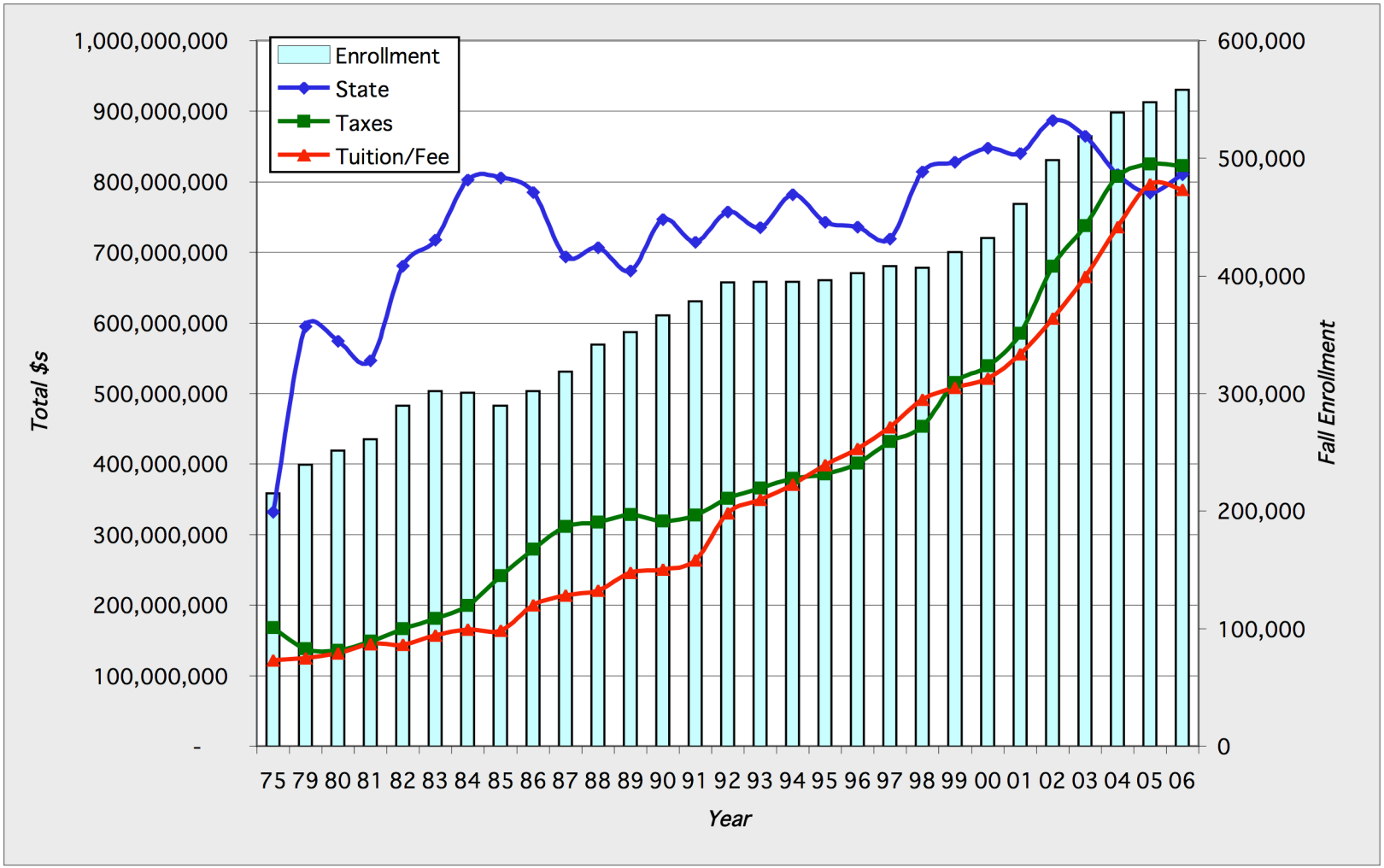


Figure 4-17. Comparison of Revenue Sources for Texas Community Colleges (in 2006 $s): 1975, 1979-2006



A more detailed analysis of this time period can be gleaned from looking at the relationships among these three revenue sources in five year increments (see Table 4-12;

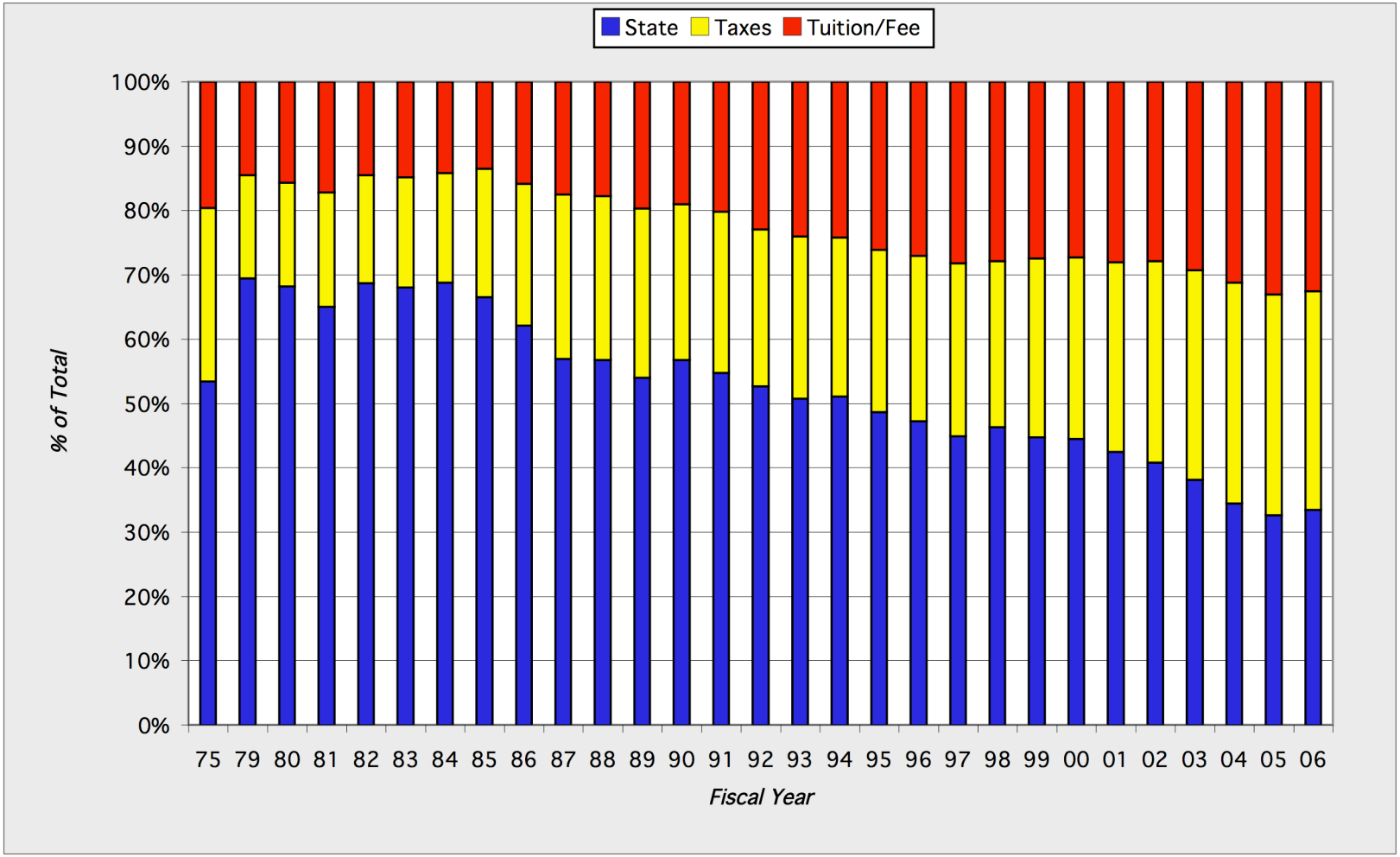
Table 4-12. Comparison of Texas Community College Revenue Sources: 1975-2005 (5 year increments)

Year	State	Property Taxes	Tuition/Fees	Total
1975	88,512,715	44,749,192	32,631,598	165,893,505
	53%	27%	20%	100%
1980	234,666,622	55,508,785	53,949,394	344,124,801
	68%	16%	16%	100%
1985	430,300,447	128,780,847	87,746,491	646,827,785
	67%	20%	14%	100%
1990	484,364,751	206,970,262	162,795,878	854,130,891
	57%	24%	19%	100%
1995	561,625,282	291,825,904	301,686,293	1,155,137,479
	49%	25%	26%	100%
2000	724,182,248	460,399,944	445,410,633	1,629,992,825
	44%	28%	27%	100%
2005	759,637,531	799,666,654	771,903,699	2,331,207,884
	33%	34%	33%	100%

Appendix N provides the data for all years). In 1975 the state's share of the unrestricted revenue was 53 percent. By 1980, state appropriations increased $146.1 million and accounted for 68 percent of total revenues. The total amount of unrestricted funds almost doubled by 1985 (an increase from $344.1 million to $646.8 million); but the state's share changed little at 67 percent. From 1985 to 1990 state appropriations increased $54.1 million (12.6%), property tax revenue increased $78.2 million (61%), and tuition/fee revenue increased $75.0 million (85.5%). The state's share of the total unrestricted revenue decreased to 57 percent while property tax revenue accounted for 24 percent and tuition and fees accounted for 19 percent. In 1995, the total amount of unrestricted funds available was $1.16 billion and state funds accounted for 49 percent of the total. The remaining 51 percent was shared about equally between property taxes (25%) and tuition and fees (26%). In 2000, the share of total revenue from both property taxes and tuition and fees increased to 28 percent and 27 percent respectively. The state

share in 2000 was 44 percent. In 2005, each revenue source accounted for about a third of unrestricted revenue: state appropriations (33%), property taxes (34%), and tuition and fees (33%). Property tax revenue ($799.7 million) was the largest source of the $2.3 billion total. Figure 4-18 summarizes the changes in percentage share of revenue from each of the main revenue sources for community colleges in 1975 and from 1979 to 2006. The state share of revenue was 69 percent in 1984, and then it fell to about 33 percent in 2005 and 2006. In the same year, tuition and fees contributed about 15 percent of total revenues, but increased to 33 percent in 2005 and 2006. Furthermore, property taxes accounted for about 16 percent in 1984 and then increased to 34percent in 2005 and 2006.

Figure 4-18. Comparison of Unrestricted Revenue Sources for Texas Community Colleges (in percentage terms): 1975, 1979-2006



By dividing the revenue numbers by base period contact hours, additional insight into the relationships among the revenue sources can be obtained. Figure 4-19 and Table

Figure 4-19. Unrestricted Revenue for Texas Community Colleges Per Contact Hour: 1975-2005

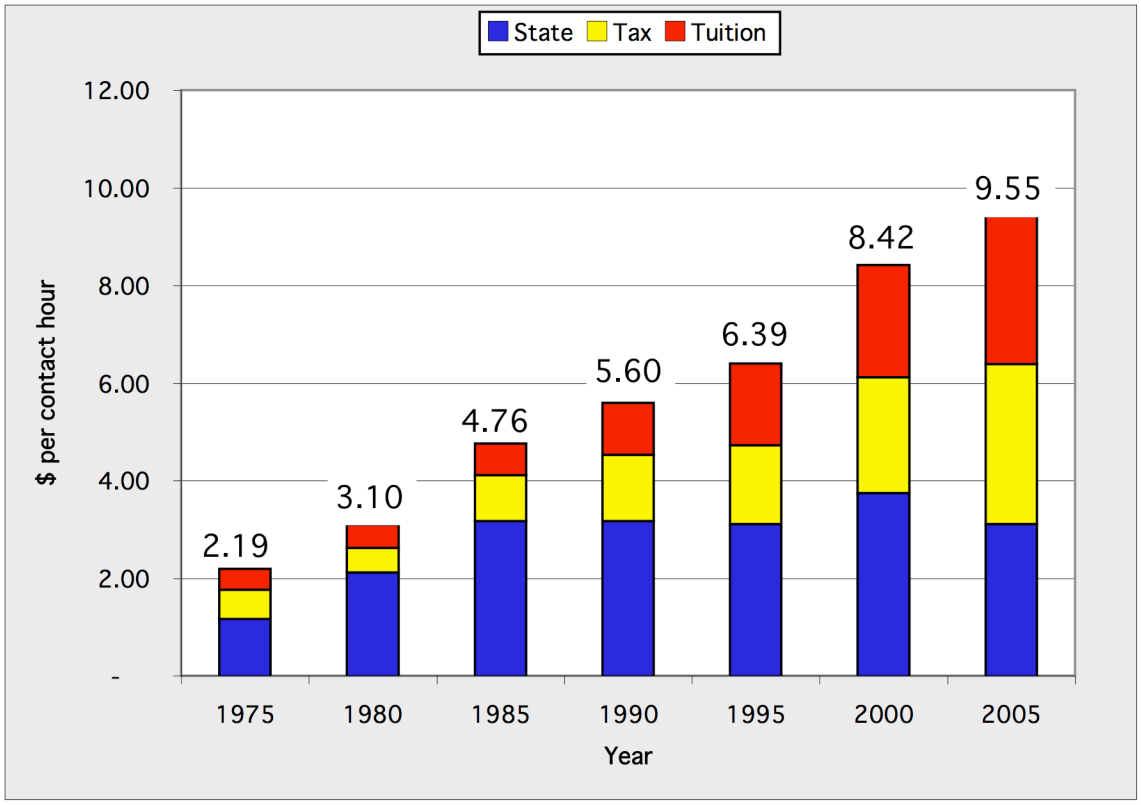


Table 4-12. Unrestricted Revenue for Texas Community Colleges Per Contact Hour: 1975-2005

	State	Tax	Tuition	Total
1975	1.17	0.59	0.43	2.19
1980	2.11	0.50	0.49	3.10
1985	3.17	0.95	0.65	4.76
1990	3.17	1.36	1.07	5.60
1995	3.11	1.61	1.67	6.39
2000	3.74	2.38	2.30	8.42
2005	3.11	3.28	3.16	9.55

**Note: State $/CH include academic, voc-tech, and contingency funds*

4-12 show the unrestricted revenue per contact hour for every fifth year from 1975 to 2005. Table 4-12 provides not only the total revenue per contact hour for these years, but also the revenue per contact hour of each of the three revenue sources. The total revenue per contact hour steadily increased from 1975 to 2005; a total of 337 percent over the time period. The total unrestricted revenue per contact hour in 2005 was 49 percent more than in 1995, 71 percent more than in 1990, and more than double that in 1985.

State revenue per contact hour ratio increased 171 percent from 1975 to 1985. The ratio was in the $3.11/ch to $3.17/ch range from 1985 to 2005, except in 2000 when it reached a highpoint of $3.74/ch. The ratio was relatively flat after 1985 especially when compared to the other two revenue sources.

From 1980 to 2005 the property tax per contact hour ratio increased between 19 percent and 90 percent during each five-year period. The 2005 ratio ($3.28/ch) was twice as high as the 1995 ratio ($1.61). The tuition per contact hour ratio increased in similar fashion. Each five-year period from 1975 to 2005 saw an increase from 13 percent to 54 percent. The 2005 ratio ($3.16/ch) was 89 percent higher than the 1995 ratio ($1.67/ch) and 197 percent higher than the 1990 ratio ($1.07).

Similar patterns emerged when the unrestricted revenue per contact hour for each five year period were converted to 2006 dollars (see Figure 4-20 and Table 4-13). The total revenue per contact hour in constant 2006 dollars was relatively flat compared to the steady increase in actual dollars shown in Figure 4-18. The total revenue per contact for 2000 and 2005 (both $9.86/ch) was the highest for the formula time period. In 2005, the state's ratio ($3.21/ch) was the lowest of the era; the 1985 ratio of $5.94/ch was the highest. Starting in 1980 the ratios for both property tax revenue and tuition and fee revenue increased during each five-year period. The tax ratio in 2005 ($3.38/ch) was 21 percent higher than the 2000 ratio ($2.78/ch) and 58 percent higher than the 1995 ratio

($2.14/ch). In a similar vein, the tuition and fee ratio in 2005 ($3.26/ch) was 21 percent higher than the 2000 ratio ($2.69/ch) and 48 percent higher than the 1995 ratio ($2.21/ch). In contrast, the state ratio in 2005 ($3.21/ch) was 27 percent lower than the 2000 ratio ($4.38/ch) and 22 percent lower than the 1995 ratio ($4.11/ch).

Figure 4-20. Unrestricted Revenue for Texas Community Colleges Per Contact Hour (in 2006 $s): 1975-2005

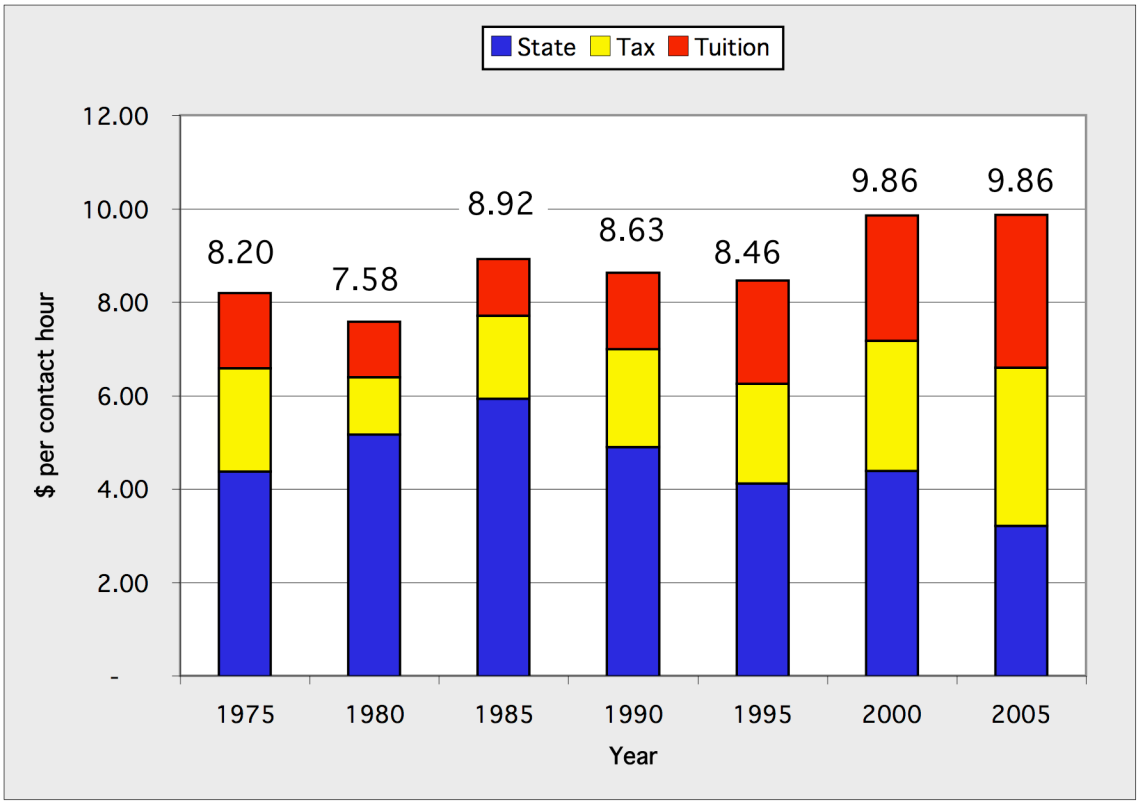


Table 4-13. Unrestricted Revenue for Texas Community Colleges Per Contact Hour (in 2006 $s): 1975-2005

	State	Tax	Tuition	Total
1975	4.37	2.21	1.61	8.20
1980	5.17	1.22	1.19	7.58
1985	5.94	1.78	1.21	8.92
1990	4.90	2.09	1.65	8.63
1995	4.11	2.14	2.21	8.46
2000	4.38	2.78	2.69	9.86
2005	3.21	3.38	3.26	9.86

Before the comments of the interviewees on the relationships among the revenue sources and their perceptions of the community college partnership are presented, two additional figures will be presented. While the focus of the study was on the state level, Figure 4-21 presents the relationships among the revenue sources for each of the community college districts in 1984 when the state provided 69 percent of the unrestricted revenue. In 1984, 44 of the 47 districts received the highest percentage of their operating revenue from the state; all but one of the districts received more than 50 percent from the state. For two colleges in 1984, property tax revenue provided the highest percentage of operating revenue. For one college, the highest percentage was from tuition and fees.

Figure 4-21. Comparison of Revenue Sources by Texas Community College District: 1984

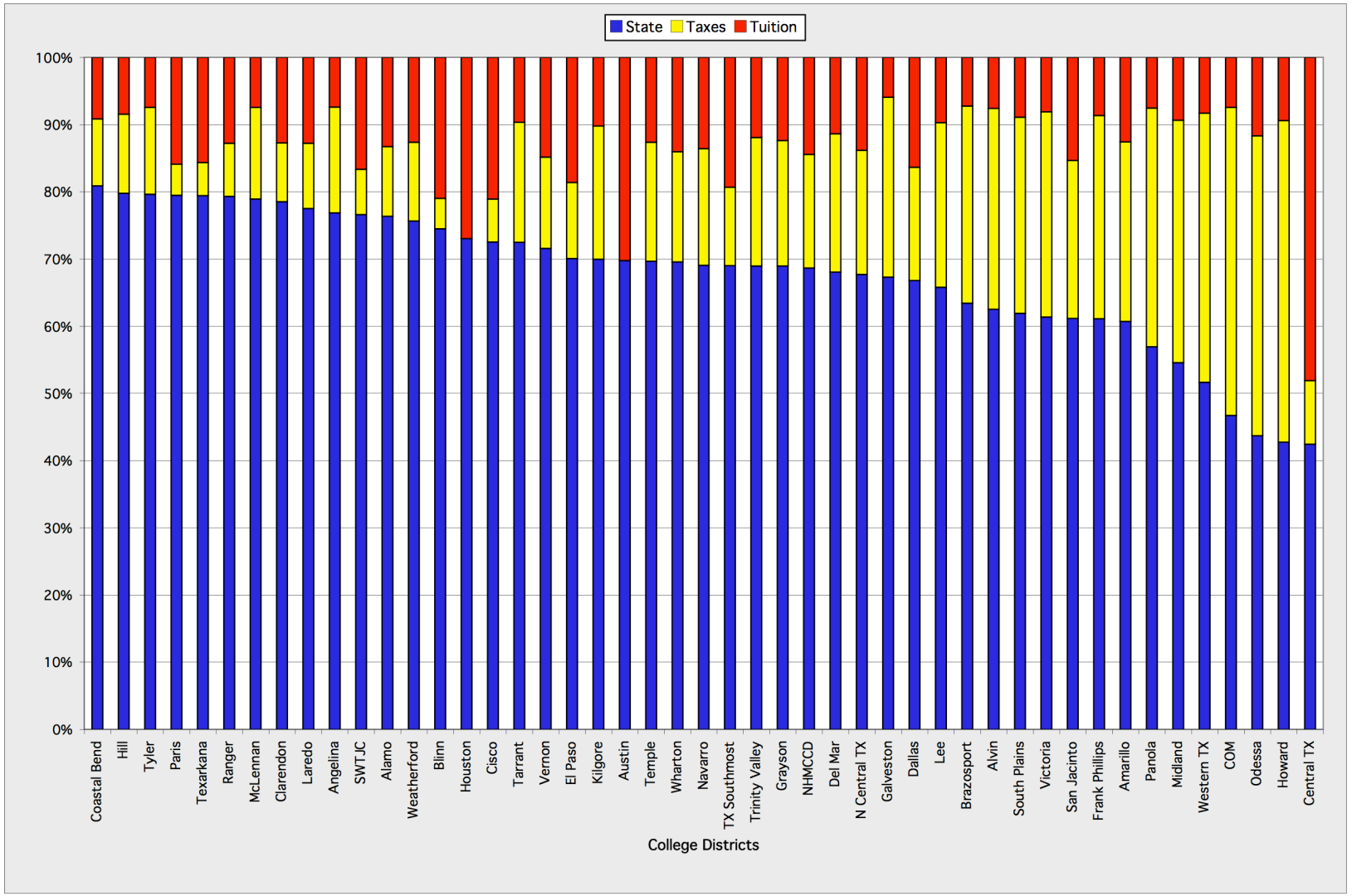


Figure 4-22. Comparison of Revenue Sources by Texas Community College District: 2006

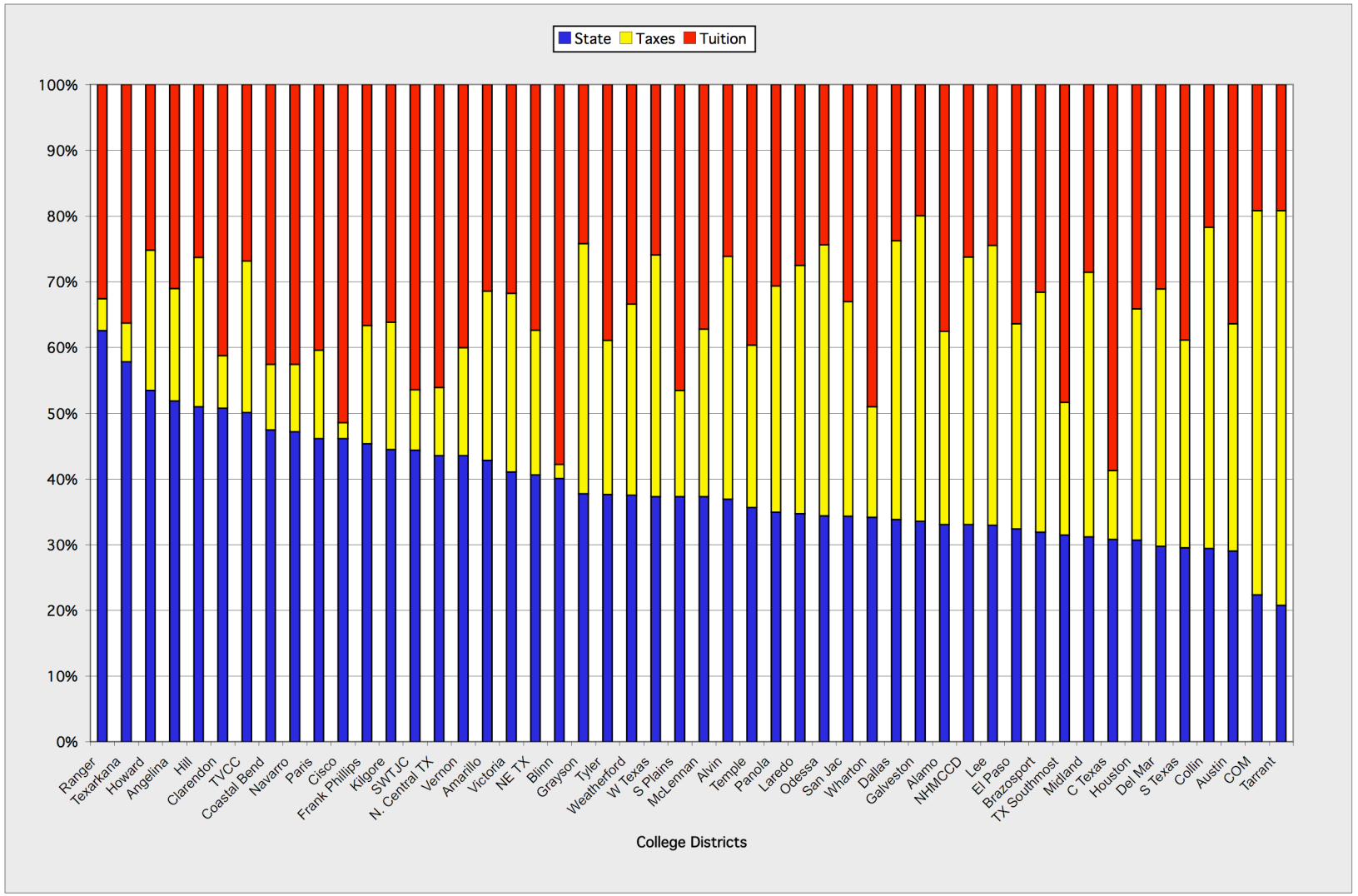


Figure 4-22 provides the same revenue information for each district in 2006 when the state's share was 33 percent of the unrestricted revenue. Only 12 of the 50 community college districts received more than 50 percent of their unrestricted operating revenue from state appropriations. For 17 college districts, property tax revenue was the largest revenue source. For eight, the highest percentage of revenue was from student tuition and fees.

Interviewee Comments

One of the primary purposes of the interviews was to gather the perceptions of individuals who had knowledge and experience with Texas community colleges about the nature of the funding relationship between the state and the colleges. Two specific questions were asked:

> What is your understanding of the funding relationship between the State of Texas and Texas public community colleges?
>
> Current law indicates that the state should appropriate "an amount sufficient to supplement local funds for the proper support, maintenance, operation, and improvement of public junior colleges of Texas" (*Texas Education Code* §130.003). What do you think "sufficient to supplement" means?

Interviewee responses to these questions are provided below.

> <u>The Relationship</u>
>
> *My understanding of the basic agreement is the state would cover the cost of instruction and administration and the district would cover the cost of facilities. Tuition would support instruction and administration although there are different viewpoints on that. The general idea has been to keep tuition charges low at community colleges, to provide the broadest possible access to them. In order to maintain that, the state should not take a course of action which would force community colleges to keep jacking up tuition.* (Retired State Agency Staff)

It has evolved over the years. It is hard for me not to be flip with my answers because there has never been a basic funding understanding between the State of Texas and the community colleges. The Legislature, being what it is, a political animal, the funding relationship has been basically political. By the time I became deeply involved in [the funding process for community colleges] in 1972, it had passed the point of fully funding the eight eligible items which was clearly the intent—[we] never got it into law and [it was] probably a mistake in the early days that we didn't, although I suspect [the agreement] would have been changed. Implicit in the eight eligible items was the understanding that the state was going to fund the instructional and instructional support areas and the college would fund the physical plant. The eight eligible items of cost didn't make much sense if it was not implicit that that was what the state was going to pay for. The eight eligible items never were full[y] paid for. We got close a few times. It depended on how much stroke we had in the Legislature and there were times when we had a lot of it… some times less… at no time none. (Retired Community College President)

My understanding is that education at the community college level is intended to be a partnership between the local community and the state. The state's obligation is to assist local communities in providing education at the community colleges. (Former State Agency Staff)

I always called it a partnership. While there was nothing specific in writing, it was my understanding that it was a shared operation. The state's responsibility would be the academic and vocational-technical programs; all the programmatic aspects. The district's side, using tuition and tax monies, was to develop and maintain the campus. (Former Community College Official)

It is not really clear. What's clear is that taxing districts are responsible for facilities. What's not clear is about operations. My understanding is operations are to be paid by a combination of state funds and tuition--and property taxes if the colleges want to, but they probably shouldn't have to. State funds must be used for operation of academic programs. I always thought the Legislature should clarify this. (Retired State Agency Staff)

It was always my understanding that it was a partnership between the state and each local district. My understanding of the partnership is the state essentially funds instruction and the community colleges fund capital expenditures. (Retired State Agency Staff)

It is a three-cornered partnership: the state (cover[s] the eight elements of cost), property taxes (cover building and plant), and student tuition (local funds that

can be used to supplement instruction or maintenance/operation). (Community College President)

Nobody ever doubted the partnership; nobody ever questioned it. In fact, the Legislature leadership was pleased with it. They didn't have to build buildings. (Community College President)

The elements of cost [were] what the state was signing up to pay for. Buildings weren't one of the elements. State funds were primarily for instruction and instructional support. I'm not real sure if in the very beginning there was an agreement, but I know the thought was that tuition and fees and the tax base would be used for building the buildings and maintenance costs. I'm absolutely sure of that part. (Community College President)

It was an understanding that community colleges would provide the facilities, the state provide the instructional funds. The growth rate then was phenomenal. There was a lot of support from the state at that time and a strong commitment by the state. My understanding of the relationship hasn't changed; the state has changed. With the growth and the cost increase, we have seen a reduction in the state support. (Community College President)

<u>"Sufficient to Supplement"</u>

"Sufficient to supplement" suggests to me that the supplementing funds would not be a majority of the funding provided. (Former State Agency Staff)

The state should fund the instructional program, supplemented by tuition. (Community College President)

I don't think it means anything. (Community College President)

It goes back to the first bill in the 40's. I never knew it was there until several years ago when they started using it against us. [Sufficient to supplement] was never used in the time I was intimately involved with [the funding of community colleges]. (Community College President)

Sufficiency would mean an education of high quality because the state would not want to be behind and support an educational system that gave low quality education. It might be willing to support one that gave medium quality. The amount [of funds needs to be] sufficient to provide high quality education and meet the expectations of the state—the broadest access to a quality education. (Retired State Agency Staff)

It doesn't mean a thing. One dollar is supplementing. So, it comes down to what the definition of "sufficient" is. And you are right back to the argument of historical intent, current reality and what have you. It provides a vehicle by which funds can come to community colleges; it gives no direction as to how much or how it is going to be determined. (Retired Community College President)

It means that there is a cost sharing of each entity—local community, students and the state. And ideally, each of those entities should bear the cost proportionate to the benefits they receive. The key word there is "supplement" which I define as a smaller part—not a majority portion. The state assumes a lesser burden than the local community and the students. (Former State Agency Staff)

You have to go back to when the statute was passed to understand "sufficient to supplement." At that time local funds had a specific purpose: to build buildings and take care of the operation of the physical plant. The state's obligation was for the instructional costs and the state was obligated to provide sufficient funds for the cost of instruction. (Former Community College Official)

That is the usual legislative vagaries. That looks good and it is well stated. But somebody has to make that decision. In the end, it really comes down to what the Legislature thinks it can afford to support and appropriate. (Former State Agency Staff)

My understanding of the partnership is the state essentially funds instruction and the community colleges fund capital expenditures. But that's not what the statute says. The partnership is not that clear in statute. I don't know where that language came from. (Retired State Agency Staff)

"Sufficient to supplement" seems to be whatever the legislature decides it is. There is no agreed upon standard of what should be the level of state assistance. From session to session legislators decide what they are willing to provide after all the other needs of the state have been covered. Higher education is one of the very last items funded each session, and they get only what is left over. Legislators would rather return general revenue income to the taxpayer than pay a proper level of funding of education in the state. The game is clearly to pass the buck, pass the blame, and take the credit (whenever there is any to take) by all parties. It's the old saw, "Don't tax me, don't tax thee, tax that fellow behind the tree." (Retired State Agency Staff)

Summary

The focus of the final section of this chapter has been on the relationship between the three main revenue sources for Texas community colleges: state appropriations, property tax revenue, and tuition and fees. The relationship among these three sources of revenue was the central policy issue of this study. This issue will be addressed extensively in the next chapter. Table 4-14 shows the changes among these three revenue sources from the pre-formula period (represented by 1965), to the height of the formula period (1984), to the "current" situation (as represented by 2006).

Table 4-14. Comparison of Unrestricted Revenue Sources for Texas Community Colleges: 1965, 1984, 2006

Year	State Appropriation	Property Taxes	Tuition/Fees
1965	40%	35%	25%
1984	69%	17%	14%
2006	33%	34%	33%

CHAPTER SUMMARY

This chapter summarized an extensive set of community college data from 1942 to 2006. The focus of the chapter was on answering the three primary research questions. First, the funds provided by the state of Texas to public community colleges were detailed. Second, a description of how the formula funding system came into existence was provided, and the percentage of the formula that has been funded by the Texas Legislature was described. Finally, data describing the relationship between the three main revenue sources for Texas community colleges was provided. Throughout the chapter, comments from individuals interviewed during the research process were presented. The next chapter will analyze the data presented in this chapter from the researcher's perspective.

Chapter 5: Discussion, Conclusions, and Recommendations

INTRODUCTION

This chapter will first discuss and analyze the data presented in Chapter 4 from the researcher's perspective. From this discussion and analysis, conclusions from the research will be presented. The next section will propose recommendations for future research in community college funding. To conclude, recommendations for financing community colleges in Texas will be articulated.

The analysis and subsequent conclusions presented from this research will revolve around the basic research questions of the study:

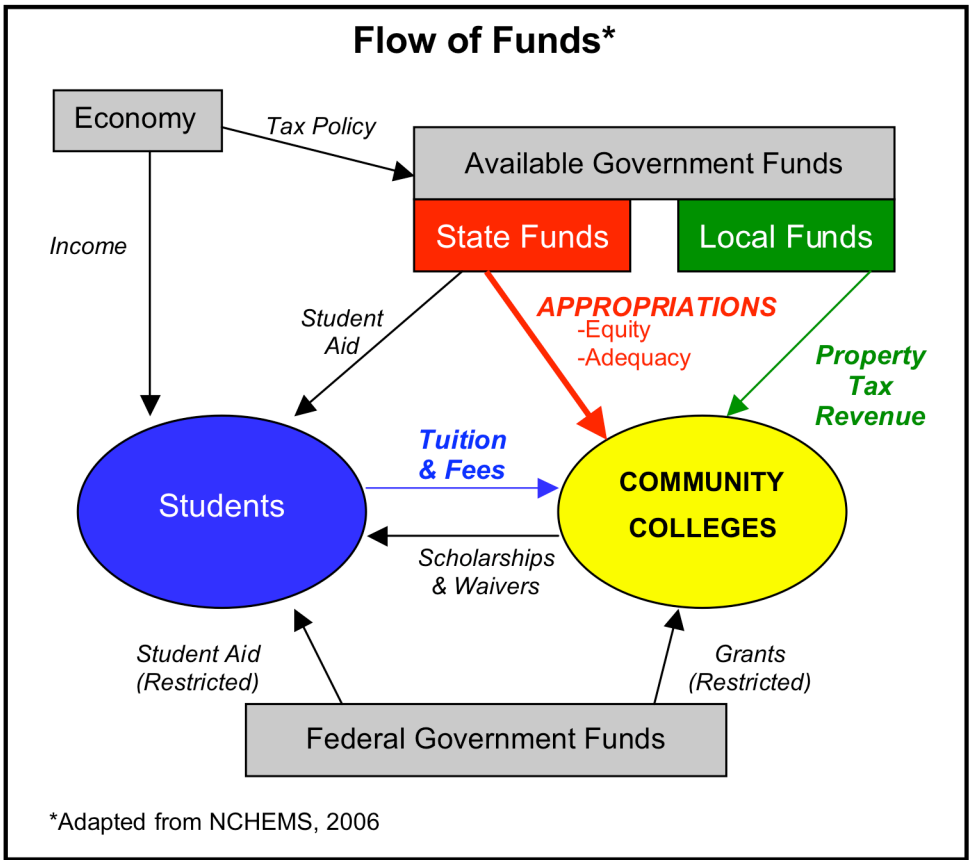
- State Funding of Texas Community Colleges (Research Question 1). *What funds has the State of Texas provided for community colleges from 1942 to 2006?*
- Relationship between Revenue Sources (Research Question 2). *What has been the relationship between state appropriations, tuition and fees, and property tax revenue from 1942 to 2006?*
- The Formula System (Research Questions 3a and 3b). *How did the community college formula system come into being in Texas? What has been the relationship between the full cost of community college instruction, the Coordinating Board's recommendations, and the appropriation of the Legislature since the inception of the formula system?*

The research questions are interrelated. Thus, the discussion that follows will not answer each question separately. Instead the discussion and analysis will focus on determining what the state's policy has been for funding Texas public community colleges from 1942

to 2006. The discussion will also provide direction for the discussion of what the funding policy should be in the future.

The theoretical constructs of equity and adequacy based on the community college flow of funds model introduced in Chapter 1 (see Figure 5-1; identical to Figure 1-1) will aid in this discussion. As stated in Chapter 1, equity in formula funding would

Figure 5-1. Community College Finance Model: Flow of Funds



mean that any institution, regardless of its role or mission, would receive the same funds for a comparable program of instruction (Fonte, 1987; MGT, 2001). Adequacy of funds refers to whether or not the institution has enough funds for basic operations (MGT,

2001). Questions concerning the equity and adequacy of state funds to Texas community colleges from 1942 to 2006 will be addressed in this analysis.

DISCUSSION OF COMMUNITY COLLEGE FUNDING: 1942-2006

One of the main goals of this study was to provide an historical record of the funds that have been allocated to community colleges by the State of Texas. The state has made a significant investment in public community colleges. Since 1941, it has consistently provided instructional and other funds to public community colleges. State appropriations to community colleges have increased every biennium from 1943 to 2006, with four exceptions. In 1944-45, the second biennium of state appropriations, the appropriation decreased 12 percent. Two of the decreases in state funds were due to deficits in the state budget; the cuts occurred in the 1986-87 biennium and the 2004-05 biennium. The fourth time community colleges experienced a decrease in funds was in the 1988-89 biennium. Although the instructional appropriation increased over the previous biennium, the total funds to community colleges decreased two percent because the Governor vetoed the community college group health insurance appropriation.

In the sections that follow, the history of community college funding in Texas is divided into five time periods. In the view of the author, each time period represents a distinct state funding policy for public community colleges. The discussion for each time period will follow a similar pattern. First, a summary analysis of the state funds appropriated to community colleges will be provided. Second, the role of the formula or funding technique utilized during the time period will be detailed. Third, the relationship between state funds and the other two main sources of revenue-- property tax revenue and tuition and fees-- will be discussed. This discussion will identify the state policy for funding used during the time period. Finally, the degree to which state funding met the equity and adequacy thresholds will be addressed.

Sufficient to Supplement: 1942-1963

Summary. In 1941, the 47th Texas Legislature appropriated the first state funds to public community colleges. The appropriation was based on the number of full time student equivalents (FTSE) taking academic courses in the fall semester. For each FTSE, the state provided 50 dollars. The initial appropriation was $650,000 for the 1942-43 biennium. Twenty-one of the twenty-two institutions that were included in the first state appropriation were extensions of the public school system. The FTSE rate increased to $60/FTSE in 1946-47, $100/FTSE in 1948-49, $175/FTSE in 1950-51, and $189/FTSE in 1952-53. The rate was $230/FTSE in 1954-55 and remained at the level until 1960-61. For the 1962-63 biennium, the FTSE rate was $250 and the total appropriation to community colleges for the biennium was $14.2 million. Throughout the time period, state funds kept pace with inflation. The only funds provided by the state from 1942 to 1963 were instructional funds for academic courses; no other funds were provided by the state.

Role of the Funding Technique. Funds provided in this time period were prior to the development of the formula. In a sense, however, the FTSE rate was a simple formula. Colleges received funds based on the number of full-time student equivalents enrolled for the fall semester. As such, enrollments in spring and summer did not count towards the generation of state dollars. Thus, according to individuals interviewed for this study, many colleges offered minimal offerings in spring and some closed their doors completely during the summer.

State Policy/Relationship Among Revenue Sources. The state's financial policy from 1942 to 1963 was to provide an instructional supplement to the colleges. Prior to 1941, the colleges were financed totally with local funds. Senate Bill 163 (1941) clarified what the appropriated funds were to be used for. The funds were intended to be

"an amount sufficient to supplement local funds in the proper support maintenance, operation and improvement of the Public Junior Colleges of Texas" (S.B. 163, 1941, p. 1). Texas Education Agency documents refer to the state's appropriations during this period as "supplementary support" (Musgraves, 1952, p. 1), and that funds should "assist" (TEA, 1963, p. 10) the colleges. The primary responsibility for paying for a college's operation was the local community's through local property taxes, tuition and fees, and auxiliary funds during this period. Local funds accounted for 71 to 84 percent of total revenue. The state's role was to supplement or assist the colleges. State support was 16 to 29 percent of total revenue.

Analysis of State Policy. Although FTSE funding did not differentiate between instructional programs, it was an equitable system for distributing funds to community colleges. As the number of full-time equivalent students increased, the state's appropriation to a district increased. The sufficient-to-supplement funding policy of the state provided adequate funding for the colleges. The state's intent was to supplement academic instruction. As a retired community college president stated in an interview, "one dollar is supplementing." Only one institution closed its doors during this time period and the closure was due to a tax referendum that failed; it was not due to a lack of state support. (The institution reopened about a decade later.) The rest of the institutions maintained their viability through the time period. From the state's point of view, it is almost impossible to argue that an appropriation intended as a supplement is anything but adequate.

Community College Expansion: 1964-1973

Summary. From 1964 to 1973, the state continued to provide instructional funds for academic courses based on the number of full time student equivalents (FTSE) enrolled during the fall semester. The rate was $260/FTSE in the 1964-65 biennium. By

the 1972-73 biennium, it had increased 140 percent to $625/FTSE. The biennial appropriation grew from $17.9 million in 1964-65 to $139.0 million in 1972-73. A primary reason for the growth in funding was the creation of fourteen community college districts from 1964 to 1973, including districts in major urban areas like Dallas, Ft. Worth, and Houston. Enrollment also grew in most existing districts. To assist the colleges with increased enrollment, the Legislature, in 1967, began providing contingency funds for enrollment growth during a biennium to both new and existing colleges. Not only were the number of college districts increasing and student enrollment growing, the scope of the funds the Legislature was providing to community colleges also expanded during the period. Federal funds for vocational-technical education were first appropriated to colleges in 1964. In 1966, the state provided the first general revenue appropriation for vocational-technical courses. The first community college special item was funded in 1964.

Role of the Funding Technique. The funds appropriated from 1964 to 1973 were prior to the development of the formula. Academic courses were funded on the basis of FTSE during fall semesters. Contingency funds were also based on the fall FTSE. Vocational-technical courses were funded on a reimbursement basis from the Texas Education Agency. Much of the impetus for moving to the formula came from the frustrations with the $/FTSE method. Colleges only received funds for the fall semester and the method did not differentiate between various instructional fields.

State Policy/Relationship Among Revenue Sources. The state's financial policy for community colleges from 1964 to 1973 was an expanded version of the sufficient-to-supplement policy of 1942 to 1963. Local revenue sources continued to provide the majority of funds for college operations. For example, in 1965 state appropriations were 27 percent of total revenues. Local taxes provided 31 percent,

tuition provided 18 percent, and the remaining 24 percent came from other revenue sources (e.g., auxiliary enterprises and federal contracts). The reason for describing the policy as an expansion of sufficient-to-supplement is based on the Legislature's decision to fund more than just academic courses. The decision to fund vocational-technical programs, a critical component of the community college mission, was a key event in the history of Texas public community colleges. Providing funds for enrollment growth was further evidence of the Legislature's expansion of funds to community colleges. It should also be noted that one of the outcomes of the expansion of community colleges into urban areas like Dallas, Fort Worth, Austin, Houston, and El Paso was an increase in the number of legislators with community colleges in their districts. It is probably not a coincidence that community colleges received an increase in appropriations and expanded funding into more areas during this period.

Analysis of State Policy. Although the state's sufficient-to-supplement policy was still in place, the notion of expanding the role and scope of community colleges raised questions about the equity of a "one size fits all" funding system that did not differentiate between programs. Since appropriations increased dramatically and the funds were intended to be "sufficient to supplement," once again the conclusion, from the state's point of view, is that the state provided adequate funds for community colleges.

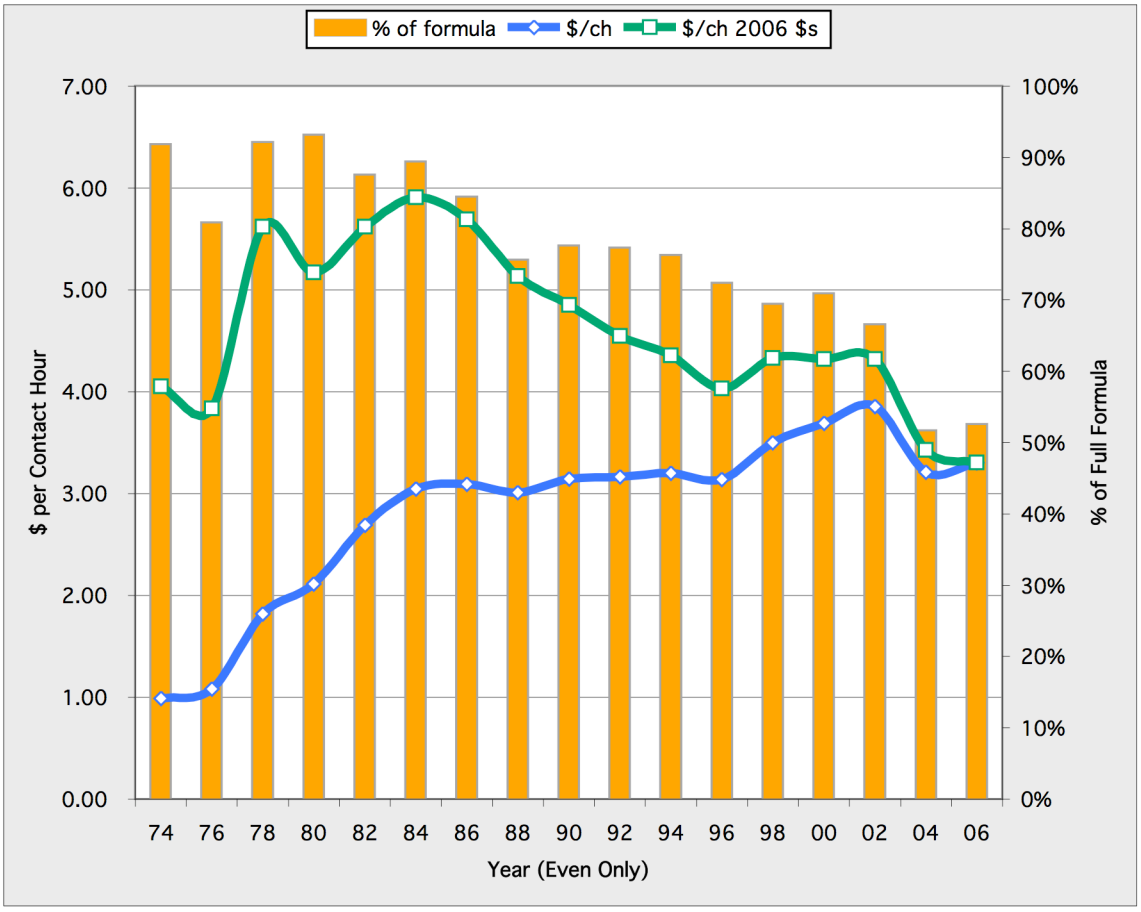
The Formula as the Basis for Community College Funding: 1974-1984

Summary. In 1973, the 63rd Texas Legislature appropriated instructional funds to community colleges using a new system—a formula system. The formula was adopted because there was a state need to provide higher education access to the college-age "baby boomers." In addition, the change to the formula system and the cost study methodology provided a dollar figure for the community college appropriations request that was based on the cost of instruction. The first instructional appropriation using the

new system was $168.0 million for the 1974-75 biennium. This appropriation was a 42 percent increase from the previous biennium. In the 1984-85 biennium, the instructional appropriation had grown to $844.1 million.

Figure 5-2 will be used extensively for the analysis in this section as well as the two sections that follow. It combines the information from Figure 4-10, Texas Community College Appropriations Per Contact Hour (in current and 2006 Dollars):

Figure 5-2. Texas Community College Appropriations Per Contact Hour (in current and 2006 Dollars); Percent of Full Formula Funded by the Texas Legislature: 1974-2006



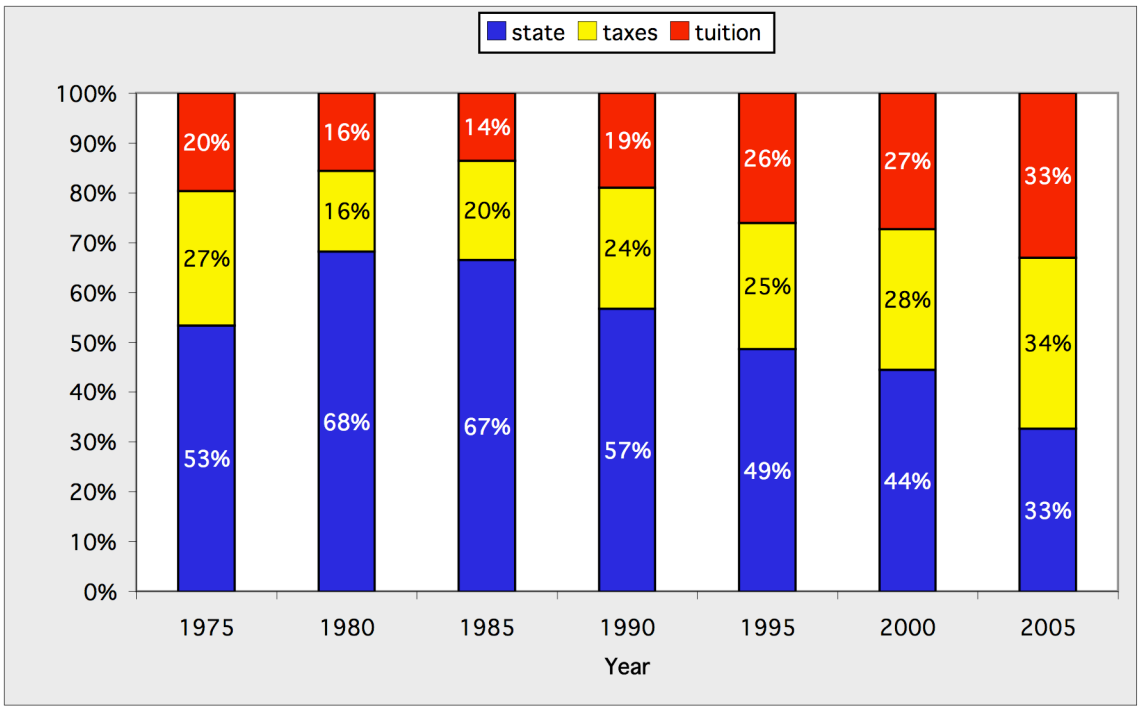
1974-2006, and Figure 4-13, Percent of Full Formula Funded by the Texas Legislature:1974-2006. The blue line shows the annual appropriation per contact hour for each even numbered year. The green line indicates the annual appropriation per contact hour for each even numbered year in constant 2006 dollars. The orange bars provide the percent of the formula funded by the Texas Legislature.

As shown in Figure 5-2, the annual appropriation per contact hour in the formula era started at $.99. From 1974 to 1984, there was an increase in the dollar per contact hour each biennium. In 1984, the annual appropriation per contact hour was $3.05, a 207 percent increase from 1974. In constant dollars, the appropriation per contact hour grew from $4.05 in 1974 to $5.91 in 1984, a 46 percent increase. With the exception of 1976, over 90 percent of the formula was funded each biennium from 1974 to 1984.

Role of Formula. It would be an exaggeration to say the cost study and the formula rates that were derived from that study drove the appropriations process for Texas public community colleges from 1974 to 1984. It would not be an exaggeration to say, though, that the Coordinating Board's formula recommendation was the basis or starting point for the community college appropriations from the state during that time. The Coordinating Board recommendation to the Legislature in each biennia was the amount generated from the cost study or the cost study rates with an inflation factor added. While the Coordinating Board's recommendation was never fully funded, the Legislature did provide 88 to 93 percent of the recommendation.

State Policy/Relationship Among Revenue Sources. There was a major shift in state policy when community colleges began receiving funding through the formula system. Figure 5-3 represents graphically the data that was presented in Table 4-12 in the

Figure 5-3. Comparison of Texas Community College Revenue Sources: 1975-2005 (5 year increments)



previous chapter. In 1975, 53 percent of unrestricted community college support was provided by the state. In 1980, 68 percent came from the state. The pattern, based upon the data summarized in Figure 5-2 and Figure 5-3, supports the statement made by several interviewees and is consistent with Coordinating Board planning documents at the time: "My understanding of the partnership is the state essentially funds instruction and the community colleges fund capital expenditures" (Retired State Agency Staff, 2007 interview). Compared to the previous two time periods, the state's role in community

college financing changed significantly with the implementation of the formula system. In constant 2006 dollars, the high water mark for funding community colleges was in 1984 when the appropriation per contact hour ratio reached $5.91. The actual state policy was the sufficient-to-supplement statute. One of the interviewees indicated that "sufficient to supplement suggests to me that the supplementing funds would not be a majority of the funding provided" (Former State Agency Staff, 2007 interview). Another former state agency staff person said "the key word there is 'supplement' which I define as a smaller part—not a majority portion. The state assumes a lesser burden than the local community and the students" (2007 interview). The data for this time period is not consistent with those definitions of sufficient to supplement. The state provided substantially more than supplementary funding support. In fact, the state provided the majority of community college operating revenues.

Analysis of State Policy. The formula is an equitable system. Colleges that generated more contact hours received a larger share of the state's instructional appropriations. The differentiation by instructional program through the various formulas insured that the funds were equitably distributed. Determining whether or not adequate funds were appropriated is a judgment call, but in this case it is not a difficult task. Community college leaders interviewed for this study indicated that they could not believe how much money was generated through the formula system. One interviewee reported that in one of the early years of the formula, a college received more money than the institution could spend. The state appropriation during this time period was more than adequate.

Instructional Appropriation Distributed by the Formula: 1985-2003

Summary. Except for the decrease in support in 1986-87 due to the budget crisis in the state, the Legislature provided more instructional funds to community colleges in

each biennium from 1985 to 2003. The magnitude of the appropriation during this time period changed the dynamics of community college funding. In 1990-91, the total general revenue appropriation for community colleges exceeded $1 billion. Several interviewees indicated that crossing the $1 billion line put the community colleges "on the radar" and under more scrutiny by budget writers in the Legislature. Although the actual appropriation increased, the normative data for the time period indicated that there was little growth in the appropriations per contact hour ratio and a steep decline in the constant dollar appropriations per contact hour ratio. In Figure 5-2, the actual appropriation per contact hour trend was flat from 1984 to 1996. There was growth in the ratio in 1998, 2000, and 2002. In terms of constant 2006 dollars, however, appropriations per contact hour declined from the high water mark of $5.91 in 1984 to $4.03 in 1996. In 1998 both the actual appropriations per contact hour ratio and the ratio in constant 2006 dollars increased. In 2000 and 2002, the actual appropriations per contact hour increased, but the ratio in constant 2006 dollars stayed at the 1998 level.

Role of Formula. The use of the formula during this time period gradually shifted from being the basis or starting point in the appropriation process to being a distribution mechanism. The Legislature, through the work of the Legislative Budget Board (LBB), used the Coordinating Board's formula recommendations to distribute funds to the two-year institutions. The LBB determined the proportion of the Coordinating Board's recommended amount that each community college represented. Then, when the Legislature decided on the total amount to be appropriated to community colleges, the LBB used the ratio to calculate the portion of the appropriated amount that was distributed to each institution. In 1986, the formula was funded at 85 percent. For the rest of the time period, however, the percent funded was between 69 percent and 77 percent.

The Coordinating Board also changed its formula recommendation policy in the mid-nineties. Rather than recommending the full cost study as had been the practice previously, the Coordinating Board recommended a discounted formula to the Legislature. For example, for the 75th Legislature (1997), the Coordinating Board recommended 73 percent of the full cost study--a result of deducting tuition and fees from the total cost of instruction. The only exception was for 2000-01 biennium when the Legislature required that the Coordinating Board recommend the full amounts that resulted from the cost study.

State Policy/Relationship Among Revenue Sources. It is difficult to identify the state policy that was guiding the funding of community colleges during this period based upon the data shown in Figures 5-2 and 5-3. It is clear that the proportion of total operating revenue received from the state decreased relative to the other sources of revenue. In Figure 5-3, the state's share of unrestricted revenue was 67 percent in 1985. Five years later it was 57 percent. In 1995, the state's share was at 49 percent. By 2000, it had decreased to 44 percent. Here is one community college president's opinion on state policy during this time:

> *The thing has turned on its head. We don't have any policy that drives the finances. We do not have an effective system of financing community college education in this state because we don't have a policy about community colleges that drives it. Yes, we have a formula that was put in place 40 years ago and has worked sometimes rather well, more recently not. We have no policies that under-gird our existence. Let's start all over with state leadership. We need recognition and policy.*
>
> *It's almost as if we ought to write a draft of a comprehensive community college authorization act, [that says the following]:*
>
> - *Community colleges are an integral part of the state's public education system.*
> - *All the land area shall be in a [community college] district; [i.e., every part of the state would be required to be part of a community*

college taxing district; currently 35 percent of the property wealth is not in a community college district.]

- *Funding will be provided by the state as a high priority.*

Analysis of State Policy. The use of the formula during this time period was an equitable way to distribute funds to community colleges. To be sure, the formula was not used as it was originally intended, that is, as an operating revenue generator. In fact, the formula was used "backwards" as a distribution mechanism, as discussed earlier. Even so, colleges were treated in an equitable manner.

As was mentioned previously, adequacy is a judgment call. Based on the appropriation per contact hour in constant dollars (the green line in Figure 5-2), the appropriation became less and less adequate with the gradual decline to $4.03 in 1996. The blue line in Figure 5-2 (actual appropriations per contact hour) would suggest that funding was stable throughout the period and even showed modest gains in 1998, 2000, and 2002. The actual gain in 1998 was mirrored in the constant dollar appropriation per contact hour ratio and remained level through 2002. The funding level provided in 1998, 2000, and 2002 was adequate.

Sufficient to Supplement II: 2004-2006

Summary. There was a $10 billion budget deficit in Texas in 2003. The Legislature approved a mid-year recision and reduced community college appropriations by seven percent in FY 2003 and by almost five percent in the 2004-05 biennium. As shown Figure 5-2, the impact on community colleges was disastrous. The appropriations per contact hour dropped to $3.21 in 2004 and increased slightly to $3.30 in 2006. In constant 2006 dollars, the appropriation per contact hour was lower in both years than at

any previous point in the formula period. The total appropriation for the 2006-07 biennium approached $2 billion ($1.92 billion).

Role of Formula. The main role of the formula was to distribute funds to the colleges. As detailed in Chapter 4, 14 colleges received hold harmless provisions from the state in 2004-05. In addition, the Legislature made the decision to hold the other 2-year institutions, Texas State Technical System and the Lamar State Colleges, harmless as well. The Legislature broke from the tradition of making one formula appropriation to all two-year institutions and decided to make three separate appropriations. The result, when distributed through the funding formula, was three sets of formula rates. Some colleges were funded at a higher rate as a result of both the hold harmless decision and the decision to fund the three groups of two-year institutions separately. Table 5-1 shows the differences in formula rates for the 2006-07 biennium when the practice of funding the two-year institutions separately continued. The decision to make three separate appropriations clearly demonstrates that the Texas Legislature viewed the formula as a distribution mechanism and not as an allocation method.

Table 5-1. Formula Rates: 2006-07 Biennium

Discipline	RFOE/Cost Study	THECB Recommended	Funded Rates for 2 Year Institutions CC	Lamar St	TSTC
Agriculture	7.27	4.37	3.80	4.02	4.67
Architecture and Precision Production Trades	7.46	4.39	3.82	4.04	4.69
Biology, Physical Sciences, and Science Tech	5.84	3.52	3.06	3.24	3.76
Business Management, Marketing, and Admin	6.61	4.01	3.49	3.69	4.28
Career Pilot	13.76	8.27	7.19	7.60	8.84
Communications	7.31	4.33	3.77	3.98	4.63
Computer and Information Sciences	6.93	4.16	3.62	3.82	4.44
Construction Trades	7.28	4.42	3.84	4.06	4.72
Consumer and Homemaking Education	5.43	3.29	2.86	3.02	3.51
Engineering	8.44	5.35	4.65	4.92	5.72
Engineering Related	7.22	4.34	3.77	3.99	4.64
Eng Language, Literature, Philosophy, et al.	5.84	3.50	3.04	3.22	3.74
Foreign Languages	6.08	3.68	3.20	3.38	3.93
Health-Dental Asst, Med Lab, & Assoc. Nursing	8.87	5.34	4.64	4.91	5.71
Health-Dental Hygiene	12.52	7.52	6.54	6.91	8.03
Health Occupations-Other	6.74	4.07	3.54	3.74	4.35
Health-Respiratory Therapy	9.66	6.02	5.23	5.53	6.43
Health-Vocational Nursing	6.52	3.92	3.41	3.60	4.19
Mathematics	5.53	3.34	2.90	3.07	3.57
Mechanics and Repairers-Automotive	7.04	4.23	3.68	3.89	4.52
Mechanics and Repairers-Diesel et al.	8.22	4.98	4.33	4.58	5.32
Mechanics and Repairers-Electronics	6.91	4.28	3.72	3.94	4.57
Physical Education and Fitness	6.87	4.13	3.59	3.80	4.41
Protective Services and Public Admin	6.18	3.73	3.24	3.43	3.99
Psychology, Social Services, and History	5.34	3.22	2.80	2.96	3.44
Visual and Performing Arts	7.16	4.31	3.75	3.96	4.60

Source: THECB

Note: Funded rates are aggregated for each 2-year sector.

State Policy/Relationship Among Revenue Sources. In Figure 5-3, the split between the revenue sources was almost the same for each source: the state provided 33% of total operating revenues, local taxes accounted for 34%, and tuition and fees accounted for 33%. In 1965, the state provided 41% of the unrestricted funds to community colleges. Property tax revenue accounted for 34% and tuition and fees were 25% of the unrestricted revenue. In 1984, the state provided 67% of the operating revenues, local taxes accounted for 17%, and tuition and fees accounted for 16%. The funding of Texas community colleges during 2004-2006 resembled the pattern of 1965 more than the pattern of 1984. For this reason, the final time period of this study was

considered to be a return to the pre-formula policy-- thus the label, "sufficient-to-supplement II."

Analysis of State Policy. With the three separate appropriations for the three different two-year sectors and the use of hold harmless funds to make certain that some institutions did not receive cuts in their state appropriations, the formula was inequitable from 2003 to 2006. Since funds reached their lowest levels in terms of the appropriations per contact hour, the level of funding was inadequate. The state has deferred to other revenue sources the responsibility for the majority of community college instructional costs. The state's share was consistent with the law in place in the sense that the appropriation was a supplement to the college districts. Whether or not the funds were "sufficient-to-supplement" is the debate that will continue.

CONCLUSIONS

This section presents the conclusions reached by the researcher based on the data presented in Chapter 4 and the discussion in the previous section. The conclusions are grouped into three areas: 1) the relationship between community college revenue sources in Texas, 2) the Texas community college formula system, and 3) state policy concerning community college funding. Since the data collected for this study was extensive, it may lead to additional conclusions in the future. Since the topic of this study is a central policy issue for the State of Texas, other opinions may ultimately refine and amend the conclusions made here.

Relationships Between Revenue Sources

Conclusion #1: During the pre-formula period (1942-1973), state funds were provided solely as an instructional supplement to public community colleges.

The majority of funds used to support Texas community colleges from 1942 to 1973 were generated from local revenue sources. The state funding policy in place during this time period was the state funds should be "sufficient-to-supplement" the academic transfer programs at community colleges.

Conclusion #2. There has been an agreement between the State of Texas and the community colleges regarding community college funding; the state would fund instruction and the college districts would pay for facilities.

The relationship between revenue sources during the formula era (1974 to 2006) was the primary concern of this research. Conclusions regarding the formula period revolve around the basic agreement that many believed was in place at the beginning of the period. That agreement could be articulated as follows: "the state would provide instructional funds and the local community college district would provide the buildings for instruction."

Conclusion #2 is based on three factors that were documented in this study. First, Coordinating Board policy and planning documents written at the time of the development of the formula supported the basic components of the historical agreement. Second, interviewees who were involved directly with the funding process during the 1970s and 1980s—community leaders and agency staff—articulated the agreement in a consistent manner. Third, the funding pattern of the Legislature from 1974 to 1984 demonstrated a system that was primarily funded by the state.

Conclusion #3. In terms of the historical agreement, the role of state appropriations and local property tax revenue was clear. The role of student tuition and fees was not clear.

State general revenue could only be used for costs associated with instruction. State general revenue could not be used for construction of buildings and maintenance of

the physical plant. Current law indicates that the state should appropriate "an amount sufficient to supplement local funds for the proper support, maintenance, operation, and improvement of public junior colleges of Texas" (*Texas Education Code* §130.003a). The *Education Code* also restricts the use of the funds provided by the state. "All funds allocated under the provisions of this code, with the exception of those necessary for paying the costs of audits as provided, shall be used exclusively for the purpose of paying salaries of the instructional and administrative forces of the several institutions and the purchase of supplies and materials for instructional purposes" (*Texas Education Code* §130.003c). Local community college districts agreed to provide *ad valorem* tax revenue to construct buildings and maintain their physical plants. The role of tuition was not clearly articulated. For example, a Texas Association of Community College (TACC) document described the historic compact in the following manner:

> The formula system for funding public community colleges was implemented by the 63rd Texas Legislature in 1973. For over 30 years since the establishment of this system, the historical arrangement between the state and local communities for the financing of local community colleges has centered on shared costs. Local communities were to assess property taxes as a way of funding the physical facilities, while the state was to fund the costs of education and administration. This was codified into Chapter 130 of the *Texas Education Code*…In addition to the state appropriation and the local property tax revenue, the other major source of revenue for public community colleges is student tuition and fees (TACC, 2006c, p. 2)

Noticeably lacking in the above statement is an articulation of what tuition and fees should fund in terms of the historic agreement.

Currently, tuition and fees are a major source of revenue for Texas community colleges. However, in the early years of the formula period, tuition and fees were a minor revenue source compared to state appropriations and property tax revenue. In 1974, student tuition was four dollars per semester credit hour. The rate doubled to eight dollars per semester credit hour in mid-80s. In the words of one interviewee, tuition and

fees were viewed as "a participation fee to gauge the seriousness of the student" at the time the formula system was implemented. Tuition and fees were not relied on as a major revenue source at that point, and, therefore it makes sense that a specific role was not specified for this "participation fee."

Conclusion #4. The proportion of Texas community college operating revenues from the state has gone down relative to the other sources of revenue available to community colleges.

The state has not lived up to its part of the historical agreement. As shown in Figure 5-3 the state share has gone from 68 percent of the unrestricted funds in 1980 to one-third in 2005. A major problem with this shift is the fact that all 50 community college districts in Texas do not have the same access to other sources of revenue. Districts with large and growing property tax bases have more options to bridge the gap in state funding than districts with less property wealth. The only option for these poorer districts is to either cut programs or charge students higher tuition and fees.

Two questions were asked at the beginning of this study, "who pays?" and "who pays how much?" Unfortunately, the current answer to both questions is "it depends on where you live in Texas." Property wealth and the funds generated from tuition and fees vary considerably throughout the state. Tuition in a particular district depends on whether a student lives within the boundaries of a community college's taxing district. It also depends on the property wealth of the district. Table 5-2 shows average tuition and fees for students taking 12 semester credit hours of coursework according to whether they live in a community college district or outside the district for both low property wealth districts and high property wealth districts. These figures are for Fall 2007 (tuition rates for all districts can be found in Appendix A; average property valuations for all districts

can be found in Appendix B). The conclusion is clear: on average students who attend low property wealth community colleges in Texas pay higher tuition and fees.

Table 5-2. Comparison of Student Tuition and Fees: Fall 2007

	Tuition and Fees	
	In-District	Out-of-District
Low Property Wealth	$954	$1,206
High Property Wealth	$468	$864

"Who pays?" and "who pays how much?" also varies for taxpayers in Texas. All Texans support community colleges when they pay sales and other taxes levied by the state. These dollars become general revenue tax dollars that are appropriated for various state functions, including the appropriations provided to Texas community colleges. However, not every Texan lives in a community college taxing district, and property tax rates across community college districts vary. Table 5-3 shows the differences an average person would pay in community college taxes on a $100,000 home based upon the property tax rate of districts grouped according to whether their taxes are High ($.289/$100 valuation), Medium ($.149/$100 valuation) and Low ($.054/$100 valuation).

Table 5-3. Comparison of Tax Rates: FY 2008

High	Medium	Low	Not in Taxing District
$289	$149	$54	$0

The table also indicated that the average person who lives outside a community college taxing district would pay no property taxes for this purpose (see Appendix B for tax rates).

The Formula System

Conclusion #5. Adequate funding from the state is the great equalizer.

The problems of differential revenue from property taxes demonstrated in Tables 5-2 and 5-3 can be solved with adequate funding from the state. The formula method is an equitable method for distributing funds. Distinctions are not made based on the wealth of the district, but rather on the academic and vocational-technical programs offered. Eight of the fourteen community college districts that do not meet the current minimum tax base of $2.5 billion (*Texas Education Code* 130.032) were districts that were included in the first appropriation to community colleges in 1941. The differential in property wealth is not a recent development; it has existed throughout the history of community colleges. From 1974 to 1984 the differential in property wealth existed, but it was not important as it is today because the state provided adequate and equitable resources to all institutions.

Conclusion #6. Full formula funding is a concept that has never been realized in the history of funding Texas public community colleges.

The full dollar amount generated from the cost study and the formula rates derived from the cost study has never been funded by the Texas Legislature. As discussed, the cost study and the derived formula rates led to the increases in state appropriations to community colleges when the formula was first implemented in 1973. While it is impossible to pinpoint precisely when during the 1985-2003 time period the Legislature stopped using the formula as the basis for appropriations, it is clear that the formula is currently used solely as a distribution mechanism for state appropriations.

State Policy

Conclusion #7. "Sufficient-to-supplement" is not an adequate or meaningful policy for funding community colleges in Texas.

The current law regarding community college funding in Texas, that is, that the state provide funds "sufficient-to-supplement," does not provide any direction for the funding of community colleges. Sufficient to supplement is ambiguous, vague, and allows for any amount of funding by the Legislature to meet the standard of the law. A staff member of the Governor's office stated to a group of community college business officers that the current budget configuration for community colleges as "a third, a third, and a third is exactly what the state intended" (Chief Financial Officers Meeting, October 11, 2006). By that reasoning, the current funding pattern fits the 'sufficient-to-supplement" threshold. As this research has shown, "sufficient-to-supplement" was the state policy in the time period prior to the formula. The funding level of the state from 1974 to 1984 suggests that a different policy was in place and it was not a policy that focused on supplementing. The state provided over two-thirds of the unrestricted revenue to community colleges. For reasons unknown, however, the language of the pre-formula period was the language adopted into law. Several interviewees noted that "they wished they had changed the law" or "didn't realize that it was in there." The state has returned to the funding policy that was in place during the early years of support for Texas community colleges even though the state provided substantially more support after the funding formula was instituted.

RECOMMENDATIONS FOR FUTURE RESEARCH

This study was the first step in developing a comprehensive understanding of Texas community college funding. Other areas of research which would build upon this research should be pursued. This section details six recommendations for future research.

1. This study focused on the fifty community college districts as a whole. A similar study should be conducted which focuses on funding in individual districts or

groups of districts over time. For example, a study could focus on the relationship between revenue sources in rural or urban community college districts.

2. This study documented the development of the funding formula in Texas. At the time the formula was developed, the costs of providing community college instruction were not known. The annual cost study was implemented. Research that would assess the current formula system is needed. Is the method for establishing the formula rates reliable? Is the method valid? Are there alternative models (e.g., the Instruction/Operations weighted semester credit hour matrix used by Texas universities) that should be considered? When the Texas community college formula switched to CIP (Classification of Instructional Programs) codes for the 26 instructional fields, the full formula amounts increased substantially. What caused the increase? Answers to these and other questions concerning the funding formula are needed.

3. The main focus of this study was on state appropriations to Texas community colleges. Future research should explore the other two revenue sources: student tuition and fees and property tax revenue. One direction a tuition study could take is assessing the affordability factor for community college students. Is there a tuition threshold that creates an access barrier for students? A study of property tax revenue could go in several directions. One research question that could be explored is "how much have the local communities invested in physical plant and infrastructure since 1965?" A completely different direction would be a study of the current tax structure in Texas or other states. For Texas, research questions could include: Where is the property wealth that is not included in a community college district? Since there are differences in property wealth throughout the state, what are the models or solutions for addressing this issue fairly and equitably?

4. The time period for this study was over sixty years of community college funding, and the focus was on a very general level. Future research should analyze shorter time periods and provide more detailed analysis of community college funding. In addition to focusing on state policy, future research should attempt to look at the political aspects of community college funding.

5. Part of the Coordinating Board's original recommendation for the community college formula was to fund "transfer courses at a rate no lower than that provided the senior colleges for undergraduate work of an appropriate level" (THECB, 1968a, p. 4). Research should be conducted that compares the funding of the first two years at universities with funding for equivalent courses at community colleges.

6. This study was limited to the community colleges of Texas. Similar research should be conducted on the funding of community colleges in other states.

RECOMMENDATIONS FOR FINANCING COMMUNITY COLLEGES IN TEXAS

This dissertation has made at least four major contributions to the arena of community college funding policy. First, a comprehensive record of the funds that the State of Texas has appropriated to public community colleges has been collected and presented. All of the funds appropriated by the State of Texas from 1942 to 2006 are provided in this volume. Second, this study documented the growth of public community colleges. Community colleges in Texas met the need for providing access to higher education for G.I. Bill students and the "baby boomers." Third, this study has identified the source of the current "sufficient to supplement" statute that applies to community college funding. The "sufficient to supplement" policy was articulated in the first appropriation for public community colleges. Fourth, this study has documented a period of time (1974-1984) when the State of Texas funded community colleges according to

the parameters of the historical compact which assumed: the state paid for most of the instructional costs and the community college districts paid for facilities.

The current state need for more access to higher education is similar to the challenges the state faced as the "baby boomers" approached college age in the 1960s. Today, there is a strong state interest in increasing participation in higher education. The state's higher education plan, *Closing the Gaps*, has a goal of adding 630,000 students by 2015. The Texas Higher Education Coordinating Board projects that up to 70 percent of the new students needed to meet the goals of *Closing the Gaps* will enter higher education through a community college.

The two recommendations for financing community colleges are based on the actions state government and the public community colleges took in the late 1960s to deal with the expected increase in college enrollment. The FTSE funding system that was in place at that time would not adequately or equitably fund a comprehensive community college. The state and the community colleges made major changes to the funding system and the state provided the necessary funds. In essence, this needs to happen again.

Recommendation #1. The State of Texas should establish an explicit policy on how public community colleges will be financed.

To provide educational access to the "baby boomers," the state and community colleges agreed on a funding policy. This research has shown that the policy in place when the formula was first funded is no longer in effect. The sufficient-to-supplement policy, that was established when the state began to provide support for community colleges and which is the current law, provides no direction for financing community colleges today. It allows for any appropriated amount to be consistent with the law and provides little, if any, policy direction for the state and its community colleges. A new

agreement or compact is needed. The Texas Association of Community Colleges published *A New Community College Compact with Texas* (2007) which defines the total state formula commitment as the RFOE/Cost Study minus tuition and statutory fees (TACC, 2006c, p. 7). Perhaps this is the direction in which the state should go. Perhaps not. The point is that the state, working with community college leaders, should develop a plan, an explicit agreement, that details the amount of support the state will provide and the amount that the community colleges will be expected to provide to insure that the goals of *Closing the Gaps* are met.

Recommendation #2. The State of Texas should adequately fund the new policy.

One of the conclusions from this study was that funds from the state are the great equalizer. In the early 1970s, the Legislature did more than change the policy for funding community colleges. It actually funded the policy change. When the policy pointed to the need for additional funds, the additional funds were provided. The policy, the new formula system, was the basis for legislative appropriations.

Unfortunately, Texas has moved away from the revised policy and returned to the original one, which is now outdated. Community colleges will play an important role in educating Texas citizens in the future. The state's economic vitality depends on increased access and more participation by students who normally gravitate towards community colleges (e.g., students from under-represented populations, first generation college students, and students who decide later in life to go to college). It is the responsibility of the state to assume its proper role in financing these important institutions.

Appendices

APPENDIX A: TEXAS PUBLIC COMMUNITY COLLEGE TUITION AND FEES

Texas Public Community College Tuition and Fees, FY 2007-08

Tuition and Fee Totals calculated for a student enrolled for 12 semester credit hours including one laboratory course.

	In-District Resident				Out-of-District				Non-Resident			
College	Tuition	Fees	Total	*Total/ SCH*	Tuition	Fees	Total	*Total/ SCH*	Tuition	Fees	Total	*Total/ SCH*
Alamo	528	193	721	60	1,056	193	1,249	104	2,112	189	2,301	192
Alvin	360	158	518	43	696	158	854	71	1,320	158	1,478	123
Amarillo	384	267	651	54	384	459	843	70	792	459	1,251	104
Angelina	360	108	468	39	576	108	684	57	840	108	948	79
Austin	468	228	696	58	1,416	228	1,644	137	3,312	228	3,540	295
Blinn	420	356	776	65	768	356	1,124	94	1,680	356	2,036	170
Brazosport	336	199	535	45	588	199	787	66	1,152	199	1,351	113
Central Texas	432	120	552	46	552	120	672	56	1,560	120	1,680	140
Cisco	324	497	821	68	324	629	953	79	477	629	1,106	92
Clarendon	456	486	942	79	456	714	1,170	98	684	714	1,398	117
Coastal Bend	660	90	750	63	660	798	1,458	122	660	978	1,638	137
College of the Mainland	372	104	476	40	780	104	884	74	1,164	104	1,268	106
Collin	324	130	454	38	444	130	574	48	1,080	130	1,210	101
Dallas	468		468	39	864		864	72	1,380		1,380	115
Del Mar	432	354	786	66	432	1,554	1,986	166	876	1,554	2,430	203
El Paso	590	132	722	60	590	132	722	60	863	132	995	83
Frank Phillips	384	570	954	80	636	570	1,206	101	720	570	1,290	108
Galveston	360	245	605	50	360	245	605	50	720	245	965	80
Grayson	516	24	540	45	648	24	672	56	1,236	24	1,260	105
Hill	480	171	651	54	480	327	807	67	680	327	1,007	84
Houston	300	381	681	57	948	381	1,329	111	912	657	1,569	131
Howard	606	76	682	57	780	76	856	71	1,064	76	1,140	95
Kilgore	252	299	551	46	252	863	1,115	93	636	863	1,499	125
Laredo	480	340	820	68	960	340	1,300	108	1,440	340	1,780	148
Lee	300	231	531	44	600	231	831	69	1,020	231	1,251	104
McLennan	672	108	780	65	816	108	924	77	1,392	108	1,500	125
Midland	516	140	656	55	660	140	800	67	1,008	140	1,148	96
Navarro	372	248	620	52	372	572	944	79	809	572	1,381	115
North Central Texas	408	132	540	45	756	132	888	74	1,176	132	1,308	109
North Harris Montgomery	432	108	540	45	432	588	1,020	85	432	648	1,080	90
Northeast Texas	336	405	741	62	672	405	1,077	90	1,198	405	1,603	134
Odessa	504	147	651	54	684	147	831	69	1,014	147	1,161	97
Panola	252	392	644	54	252	716	968	81	252	980	1,232	103
Paris	420	114	534	45	780	114	894	75	1,260	114	1,374	115
Ranger	648	204	852	71	696	204	900	75	768	204	972	81
San Jacinto	396	145	541	45	696	145	841	70	1,296	145	1,441	120
South Plains	312	475	787	66	576	475	1,051	88	768	475	1,243	104
South Texas	708	193	901	75	913	193	1,106	92	2,424	193	2,617	218
Southwest Texas	516	283	799	67	516	637	1,153	96	1,080	283	1,363	114
Tarrant	600		600	50	756		756	63	1,800		1,800	150
Temple	564	300	864	72	1,044	300	1,344	112	1,836	300	2,136	178
Texarkana	144	304	448	37	144	532	676	56	388	532	920	77

Texas Public Community College Tuition and Fees, FY 2007-08

Tuition and Fee Totals calculated for a student enrolled for 12 semester credit hours including one laboratory course.

	In-District Resident				Out-of-District				Non-Resident			
College	Tuition	Fees	Total	*Total/ SCH*	Tuition	Fees	Total	*Total/ SCH*	Tuition	Fees	Total	*Total/ SCH*
Texas Southmost	372	1,367	1,739	145	600	1,367	1,967	164	3,936	1,367	5,303	442
Trinity Valley	240	200	440	37	240	440	680	57	780	200	980	82
Tyler	240	441	681	57	240	825	1,065	89	576	825	1,401	117
Vernon	432	278	710	59	726	278	1,004	84	1,236	278	1,514	126
Victoria	384	228	612	51	384	492	876	73	720	228	948	79
Weatherford	672	15	687	57	972	15	987	82	1,500	15	1,515	126
Western Texas	468	272	740	62	552	272	824	69	708	272	980	82
Wharton	384	284	668	56	384	836	1,220	102	768	836	1,604	134
State Average	**432**	**251**	**683**	**57**	**622**	**377**	**1,000**	**83**	**1,150**	**376**	**1,526**	**127**

Notes:

1. All numbers rounded to the nearest dollar.
2. Total/SCH is the *average* tuition and fees per credit hour.

Total # of college districts 50

Source: TACC, 10/26/07

APPENDIX B: TEXAS PUBLIC COMMUNITY COLLEGE PROPERTY TAX INFORMATION

Academic Year 2007-08 Tax and Valuation:

Texas Public Community Colleges

College	Valuation	M&O Rate	Debt Rate	Total Rate	2007-08 Levy**
Alamo	88,323,913,382	0.0898	0.04475	0.13455	118,839,825
Alvin	5,294,383,536	0.186741	0.023539	0.21028	11,133,030
Amarillo	9,203,975,951	0.13650	0.02393	0.16043	14,765,939
Maintenance Tax Districts	*2,939,841,673*	*.047 to .0496*		*.047 to .0496*	*1,437,437*
Angelina	3,121,548,606	0.097	0.0225	0.1195	3,730,251
Austin	83,379,231,893	0.09	0.0058	0.0958	79,877,304
Blinn	2,023,438,069	0.0548		0.0548	1,108,844
Brazosport	6,777,574,119	0.121		0.121	8,200,865
Central Texas	5,992,389,682	0.142		0.142	8,509,193
Cisco	323,284,428	0.10207		0.10207	329,976
Clarendon	171,378,439	0.2193		0.2193	375,833
Coastal Bend	990,778,153	0.16301		0.16301	1,615,067
College of the Mainland	8,983,485,664	0.22738		0.22738	20,426,650
Collin	68,715,640,383	0.08	0.006984	0.086984	59,771,613
Dallas	167,951,236,981	0.07590	0.00450	0.08040	135,032,795
Del Mar	16,123,368,976	0.18709	0.054999	0.242089	39,032,903
El Paso	30,401,564,571	0.111967		0.111967	34,039,720
Frank Phillips	843,353,127	0.22		0.22	1,855,377
Maintenance Tax District	*752,000,000*	*0.046*		*0.046*	*345,920*
Galveston	4,606,958,956	0.17		0.17	7,831,830
Grayson	6,079,724,000	0.139739		0.139739	8,495,746
Hill	1,334,615,396	0.066775		0.066775	891,189
Maintenance Tax Districts	*5,406,633,001*	*.027 to .041*		*.027 to .041*	*1,894,123*
Houston*	89,609,081,926	0.08133	0.01384	0.09518	85,285,444
Howard	1,871,593,236	0.2096	0.079483	0.289083	5,410,458
Kilgore	3,208,194,325	0.16400		0.16400	5,261,439
Laredo	9,511,114,284	0.1831	0.0391	0.2222	21,133,696
Lee	8,542,300,097	0.18733	0.01944	0.20677	17,662,914
McLennan	9,847,211,778	0.100543	0.052459	0.153002	15,066,431
Midland	8,694,625,274	0.157154	0.033966	0.19112	16,617,168
Navarro	2,218,359,153	0.12		0.12	2,662,031
North Central Texas	2,436,656,616	0.0772		0.0772	1,881,099
North Harris Montgomery	97,587,384,995	0.0809	0.0335	0.1144	111,639,968
Northeast Texas	4,226,547,386	0.066629	0.024953	0.091582	3,870,757
Odessa	7,630,567,540	0.1817		0.1817	13,864,741

Academic Year 2007-08 Tax and Valuation:

Texas Public Community Colleges

College	Valuation	M&O Rate	Debt Rate	Total Rate	2007-08 Levy**
Panola	4,410,517,887	0.10477		0.10477	4,620,900
Paris	1,472,081,461	0.198		0.198	2,914,721
Ranger	78,594,260	0.24		0.24	188,626
San Jacinto	35,853,740,285	0.115927	0.029438	0.145365	52,118,790
South Plains	3,348,313,956	0.216192		0.216192	7,238,787
South Texas	24,413,178,747	0.11	0.044	0.154	37,596,295
Southwest Texas	1,507,237,738	0.11		0.11	1,657,962
Tarrant	113,828,243,582	0.13126	0.00812	0.13938	158,653,806
Temple	3,009,044,202	0.1647	0.0533	0.218	6,559,716
Texarkana	1,213,719,280	0.086996		0.086996	1,055,887
Texas Southmost	9,730,518,902	0.111423	0.049666	0.161089	15,674,796
Trinity Valley	7,522,221,447	0.068		0.068	5,115,111
Maintenance Tax District	*1,019,141,608*	*0.044*		*0.044*	*448,422*
Tyler	8,694,906,291	0.127169		0.127169	11,057,225
Vernon	914,975,270	0.21869		0.21869	2,000,959
Victoria	4,503,519,987	0.1167	0.0278	0.1445	6,507,586
Weatherford	7,632,875,840	0.097	0.0083	0.1053	8,037,418
Western Texas	2,583,663,103	0.1282		0.1282	3,312,256
Wharton	3,081,107,564	0.13485		0.13485	4,154,874
Total Valuation & Levy	**999,941,557,006**				**1,188,811,711**
Average Rates		**0.135408760**	**0.01408738**	**0.149496140**	

# of colleges responding	50

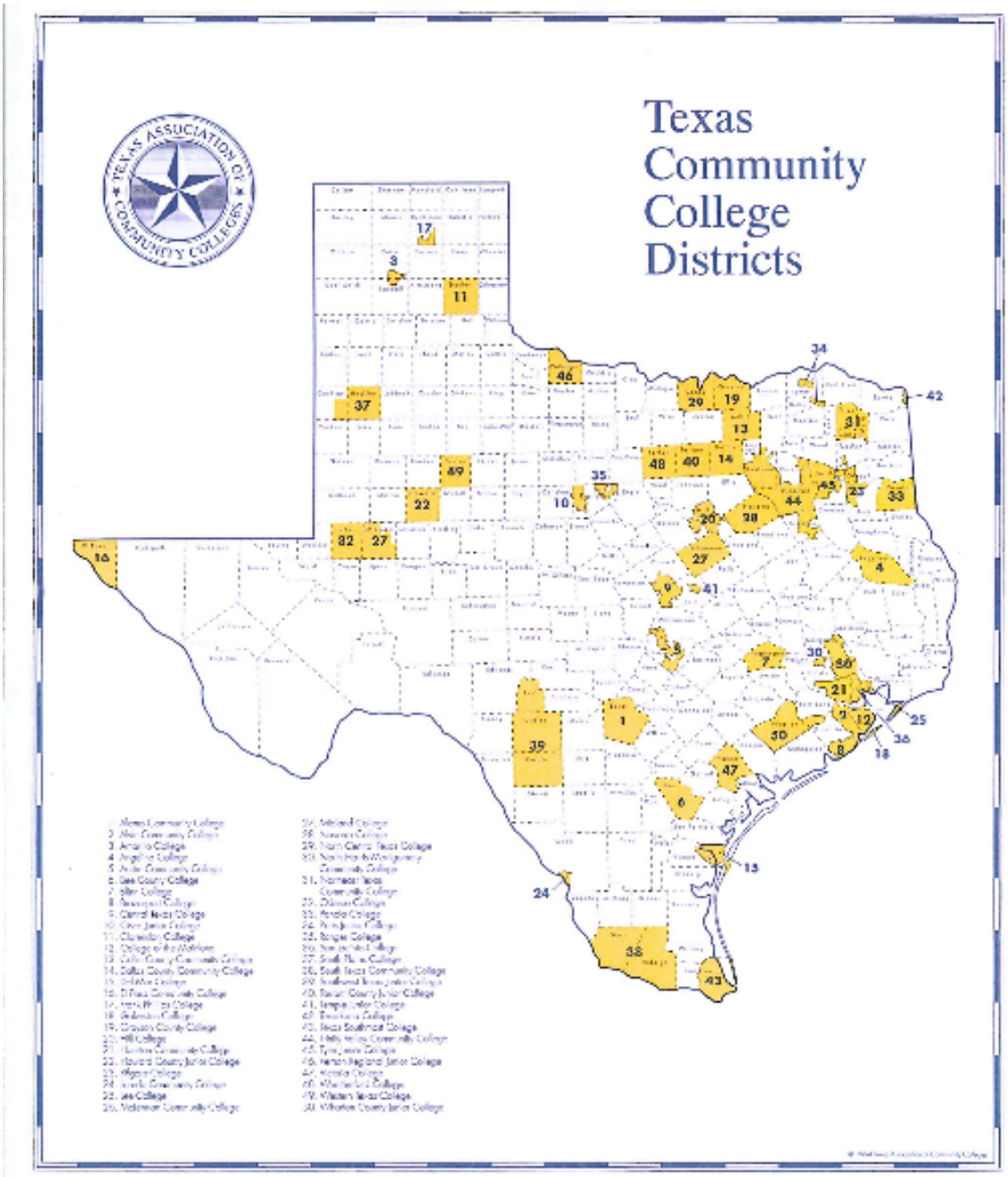
*The tax valuation for Houston Community College System is pending certification by the appraisal district. HCCS Board approval of valuation and tax rates expected November, 2007. Valuation, levy and rates reported in survey for HCCS are from FY 2007.

**Note: The Tax and Valuation Survey conducted by TACC is a projection of the ad valorem tax revenue for each public community college district; not the actual amount collected by the district.

Source: TACC, 10/26/07

Tax Caps: Texas Public Community Colleges

College	M&O Cap	2006-07 M&O Rate	% of Cap	Debt Cap	2006-07 Debt Rate	% of Cap	Total Cap	2006-07 Total Rate	% of Cap
Alamo		0.0923			0.04475		0.25	0.13705	55%
Alvin	0.50	0.193221	39%	0.50	0.0263		1.00	0.219521	22%
Amarillo	0.20	0.13467	67%	0.50	0.02576	5%	0.70	0.16043	23%
Angelina	0.40	0.0947	24%	0.50	0.0243	5%	0.90	0.119	13%
Austin	0.09	0.09	**100%**	0.01	0.0065	65%	0.10	0.0965	97%
Blinn	0.40	0.0513	13%	0.00			0.40	0.0513	13%
Brazosport	0.35	0.122	35%	0.50			0.85	0.122	14%
Central Texas	0.25	0.09	36%	0.25			0.50	0.09	18%
Cisco	0.50	0.13176	26%	0.50			1.00	0.13176	13%
Clarendon	0.85	0.2065	24%	0.00			0.85	0.2065	24%
Coastal Bend	0.50	0.15369	31%	0.50			1.00	0.15369	15%
College of the Mainland	0.30	0.23345	78%	0.30			0.60	0.23345	39%
Collin	0.08	0.08	**100%**	0.12	0.007683	6%	0.20	0.087683	44%
Dallas	0.16	0.0778	49%	0.50	0.0032	1%	0.66	0.081	12%
Del Mar	0.50	0.190908	38%	0.50	0.064815	13%	1.00	0.255723	26%
El Paso	0.15	0.120998	81%	0.50			0.65	0.120998	19%
Frank Phillips	0.22	0.22	**100%**	0.50			0.72	0.22	31%
Galveston		0.17		0.00			0.27	0.17	63%
Grayson	0.20	0.14774	74%	0.50			0.70	0.147739	21%
Hill	0.30	0.06647	22%	0.50			0.80	0.066472	8%
Houston	0.50	0.081333	16%	0.50	0.013842	3%	1.00	0.095175	10%
Howard	0.70	0.2412	34%	0.00			0.70	0.2412	34%
Kilgore	0.20	0.164	82%	0.50			0.70	0.164	23%
Laredo	0.40	0.1877	47%	0.50	0.0428	9%	0.90	0.2305	26%
Lee	0.28	0.183	65%	0.25	0.019276	8%	0.53	0.202276	38%
McLennan	0.25	0.105039	42%	0.75	0.015323	2%	1.00	0.120362	12%
Midland	0.30	0.167481	56%	0.50	0.038719	8%	0.80	0.2062	26%
Navarro	0.50	0.135	27%	0.00			0.50	0.135	27%
North Central	0.20	0.0831	42%	0.50			0.70	0.0831	12%
North Harris Montgomery	0.30	0.082	27%	0.50	0.0347	7%	0.80	0.1167	15%
Northeast Texas							0.10	0.10	**100%**
Odessa	0.20	0.19	**95%**	0.50			0.70	0.19	27%
Panola	0.35	0.09432	27%	0.50			0.85	0.09432	11%
Paris	0.27	0.1922	71%	0.50			0.77	0.1922	25%
Ranger	0.50	0.24	48%	0.50			1.00	0.24	24%
San Jacinto	0.20	0.115927	58%	0.50	0.029438	6%	0.70	0.145365	21%
South Plains	0.40	0.221847	55%	0.10			0.50	0.221847	44%
South Texas	0.11	0.11	**100%**	0.50	0.0448	9%	0.61	0.1548	25%
Southwest Texas	0.20	0.11	55%	0.50			0.70	0.11	16%
Tarrant	0.20	0.13068	65%	0.50	0.0087	2%	0.70	0.13938	20%
Temple		0.163			0.037		0.25	0.20	80%
Texarkana	1.00	0.08526	9%	0.00			1.00	0.08526	9%
Texas Southmost	0.35	0.109955	31%	0.50	0.051134	10%	0.85	0.161089	19%
Trinity Valley	0.50	0.064	13%	0.50			1.00	0.064	6%
Tyler	0.20	0.127169	64%	0.08			0.28	0.127169	45%
Vernon	1.00	0.21869	22%	0.00			1.00	0.21869	22%
Victoria	0.50	0.1113	22%	0.50	0.0303	6%	1.00	0.1416	14%
Weatherford	0.30	0.1019	34%	0.00	0.0119		0.30	0.1138	38%
Western Texas	0.35	0.1423	41%	0.50			0.85	0.1423	17%
Wharton	0.20	0.13582	68%	0.00			0.20	0.13582	68%


Texas
Community
College
Districts
TEXAS ASSOCIATION OF COMMUNITY COLLEGES

APPENDIX C: SUMMARY OF STATE APPROPRIATION, FY 2008 & FY 2009

Summary of State Appropriation, FY 2008 & FY 2009

Texas Public Community Colleges

Community College District	Contact Hr % change	Appropriation FY 2006-07	Appropriation FY 2008-09	% Change from 06-07
Alamo	-2.3%	130,818,758	135,693,392	3.7%
Alvin	3.2%	16,149,214	16,913,417	4.7%
Amarillo	-5.7%	33,656,507	34,306,533	1.9%
Angelina	-13.9%	16,814,428	16,814,429	0.0%
Austin	6.2%	74,251,591	83,559,699	12.5%
Blinn	1.7%	37,793,353	41,139,958	8.9%
Brazosport	2.0%	11,177,985	11,515,769	3.0%
Central Texas	-2.0%	38,750,175	39,995,821	3.2%
Cisco	-2.1%	9,985,407	10,966,216	9.8%
Clarendon	13.0%	4,177,194	4,177,194	0.0%
Coastal Bend	-24.1%	13,632,016	13,632,017	0.0%
College of the Mainland	-10.7%	12,714,125	12,714,124	0.0%
Collin	6.8%	50,044,658	56,382,881	12.7%
Dallas	0.1%	169,505,495	178,896,409	5.5%
Del Mar	-5.6%	37,271,179	37,317,354	0.1%
El Paso	-1.8%	63,354,599	66,712,421	5.3%
Frank Phillips	-9.2%	5,431,417	5,431,416	0.0%
Galveston	-9.7%	9,458,698	9,458,699	0.0%
Grayson	-1.6%	12,978,201	13,910,141	7.2%
Hill	8.6%	11,077,994	12,995,631	17.3%
Houston	-1.0%	122,624,736	127,254,865	3.8%
Howard	-7.9%	15,912,822	15,912,822	0.0%
Kilgore	-2.3%	20,340,250	20,366,429	0.1%
Laredo	-7.1%	25,279,799	25,279,799	0.0%
Lee	-7.6%	20,144,016	20,144,015	0.0%
McLennan	-2.3%	26,573,844	27,607,204	3.9%
Midland	2.0%	17,742,065	19,456,889	9.7%
Navarro	7.4%	21,174,132	24,249,318	14.5%
North Central Texas	11.9%	15,620,322	18,838,618	20.6%
North Harris Montgomery	4.5%	98,226,724	109,713,056	11.7%
Northeast Texas	-5.9%	7,681,236	7,980,432	3.9%
Odessa	-14.7%	16,947,526	16,947,527	0.0%
Panola	0.0%	6,600,412	7,287,116	10.4%
Paris	-0.9%	15,017,857	16,290,310	8.5%
Ranger	3.4%	4,179,620	4,179,620	0.0%

Summary of State Appropriation, FY 2008 & FY 2009

Texas Public Community Colleges

Community College District	Contact Hr % change	Appropriation FY 2006-07	Appropriation FY 2008-09	% Change from 06-07
San Jacinto	-1.8%	70,406,385	74,246,025	5.5%
South Plains	-5.3%	28,776,486	29,025,717	0.9%
South Texas	1.5%	46,457,056	50,542,148	8.8%
Southwest Texas	-12.6%	15,409,063	15,409,063	0.0%
Tarrant	-0.8%	86,723,323	90,885,520	4.8%
Temple	6.9%	12,298,121	14,101,299	14.7%
Texarkana	-5.2%	17,908,242	18,213,070	1.7%
Texas Southmost	6.2%	24,539,632	27,965,642	14.0%
Trinity Valley	-2.4%	22,173,183	23,148,354	4.4%
Tyler	-3.4%	31,990,297	32,974,900	3.1%
Vernon	-8.4%	10,906,245	10,906,246	0.0%
Victoria	-6.4%	13,632,175	13,632,174	0.0%
Weatherford	-0.3%	15,419,006	16,468,261	6.8%
Western Texas	6.8%	5,427,834	6,128,017	12.9%
Wharton	-3.4%	16,203,622	16,832,008	3.9%
Community College Total	-0.9%	1,611,379,025	1,704,519,985	5.8%

Source: TACC, 5/28/07

APPENDIX D: REPORT OF FUNDABLE OPERATING EXPENSES (RFOE)

Report of Fundable Operating Expenses (RFOE):
Process of Calculating RFOE Formula Rates

The RFOE provides the three elements of cost in the Community and Technical College Formula: Faculty Salaries, Departmental Operating Expense, and the Allocated Rate. An overview of the process to calculate these rates is provided below.

Part A *of the RFOE details the Fundable Operating Expenses in Sections 1, 2, and 3.*

Section 1: *For each of the 25 instructional fields:*

#	*Instructional Fields*
1	Agriculture
2	Architecture and Precision Production Trades
3	Biology, Physical Sciences, and Science Technologies
4	Business Management, Marketing, and Administrative Services
5	Career Pilot
6	Communications
7	Computer and Information Sciences
8	Construction Trades
9	Consumer and Homemaking Education
10	Engineering
11	Engineering Related
12	English Language, Literature, Philosophy, Humanities & Interdisciplinary
13	Foreign Languages
14	Health Occupations-Dental Assisting, Medical Lab, & Associate Degree Nursing
15	Health Occupations-Dental Hygiene
16	Health Occupations-Other (Excludes #14, #15, #17, #18)
17	Health Occupations-Respiratory Therapy
18	Health Occupations-Vocational Nursing
19	Mathematics
20	Mechanics and Repairers-Automotive
21	Mechanics and Repairers-Diesel, Aviation, Mechanics & Transportation Workers
22	Mechanics and Repairers-Electronics
23	Physical Education and Fitness
24	Protective Services and Public Administration
25	Psychology, Social Services, and History
26	Visual and Performing Arts

Institutional costs are provided in the following categories:

A	*B*	*C*	*D*
Faculty Salaries	Other Salaries & Wages	Staff Benefits	Other Operating Expenses

- The median cost for "Faculty Salaries" is calculated by dividing the information provided in Category A – Faculty Salaries by the total contact hours per Instructional Field.
- The median cost for "Departmental Operating Expense" is calculated by first combining the information provided in Category B – Other Salaries and Wages, Category C – Staff Benefits, and Category D – Other Operating Expenses. This total is then divided by the total contact hours per Instructional Field.
- Staff Benefits (C) are separated into 2 categories: "local paid benefits" and "state paid benefits." "State paid benefits" are deducted from the calculation of "Departmental Operating Expense."

Section 2: *Other Fundable Staff Benefits Excluding Instructional (Section 1), Physical Plant, and Auxiliary Employees are reported.*

- Staff Benefits reported in Section 2 is separated into 2 categories: "local paid" and "state paid."
- Staff Benefits is one of six elements of cost used to determine the Allocated Rate. The median cost is calculated from the information provided in "local paid" staff benefits.
- Staff Benefits is calculated by dividing the "local paid" staff benefits by total contact hours for the fiscal year.

Section 3: *Other Allocated Administration Expenses are reported as shown in the table below.*

	Salaries & Wages	Other Operating Expenses	Total
Institutional Support			
Student Services			
Academic Support			
Research			
Scholarships & Fellowships			
Equipment Depreciation	n/a		
Section Total			

- Section 3 provides the median costs for five of the six elements used to determine the Allocated Rate. Those elements are Institutional Support, Student Services, Academic Support, Scholarships & Fellowships, and Equipment Depreciation.
- For FY 2005, the expenditures for "Research" at Texas community colleges resulted in a median cost of "$0.00." Therefore, it is not considered an element of cost in determining the RFOE formula rates.
- Each cost element in Section 3 is calculated by dividing the element by total contact hours for the fiscal year.

Part B *of the RFOE details the Non-Fundable Operating Expenses in Sections 4 and 5.*

Section 4: *Public Service Expenses are reported. Salaries & Wages and Other Operating Expenses are reported for Non-state Funded Education Programs, Museums, and Other Public Service. Other Operating Expenses for Depreciation of Public Service Equipment is also reported.*

Section 5: *Operation and Maintenance of the Plant Expenses are reported. Salaries & Wages and Other Operating Expenses are reported for Physical Plant Services and Major Repairs & Renovations. Other Operating Expenses for Depreciation of Buildings & Real Estate Improvements and Depreciation of physical Plant Equipment are also reported.*

The Total Fundable Expenses (Part A total, Sections 1, 2, and 3) in the RFOE must be equal to the Total Unrestricted Educational Activities plus the Depreciation Expense – Equipment and Furniture that is reported on each district's Annual Financial Report in Schedule B.

Summary of Allocated Rate (from FY 2005 RFOE)

Elements of Allocated Rate	Median Cost/ Contact Hour	RFOE
Institutional Support	1.28	Section 3
Student Service	0.59	Section 3
Academic Support	0.61	Section 3
Research	0.00	Section 3
Scholarships/Fellowships	0.06	Section 3
Equipment Depreciation	0.13	Section 3
Other Staff Benefits	0.21	Section 2
Total Allocated Median Cost per Credit Hour	2.88	

Summary of RFOE Rates (from FY 2005 RFOE)

Instructional Field	Number of Programs	Median Cost Per Contact Hour			
		Faculty Salaries	Depart. Operating Expense	Allocated	FY 2005 Total
Agriculture	47	3.29	1.08	2.88	**7.25**
Architecture and Precision Production Trades	50	3.95	1.99	2.88	**8.82**
Biology, Physical Sciences, and Science Technology	57	2.53	0.78	2.88	**6.19**
Business Management, Marketing, and Administrative Services	57	2.68	1.02	2.88	**6.58**
Career Pilot	11	8.41	12.16	2.88	**23.45**
Communications	49	2.97	1.45	2.88	**7.30**
Computer and Information Sciences	57	3.37	1.32	2.88	**7.57**
Construction Trades	45	2.94	2.38	2.88	**8.20**
Consumer and Homemaking Education	55	2.26	1.00	2.88	**6.14**
Engineering	28	5.07	2.35	2.88	**10.30**
Engineering Related	53	2.65	1.29	2.88	**6.82**
English Language, Lit, Philosophy, Humanities, & Interdisciplinary	57	2.87	0.73	2.88	**6.48**
Foreign Languages	56	2.48	0.61	2.88	**5.97**
Health Occupations - Dental Assist., Med. Lab, & Assoc. Degree Nursing	52	5.51	1.57	2.88	**9.96**
Health Occupations - Dental Hygiene	17	8.27	3.72	2.88	**14.87**
Health Occupations - Other	57	2.98	1.53	2.88	**7.39**
Health Occupations - Respiratory Therapy	24	5.08	1.30	2.88	**9.26**
Health Occupations - Vocational Nursing	51	3.10	0.91	2.88	**6.89**
Mathematics	57	2.60	0.63	2.88	**6.11**
Mechanics and Repairers - Automotive	41	3.18	1.54	2.88	**7.60**
Mechanics and Repairers - Diesel, Aviation Mechanics, & Transport . Workers	40	3.54	2.89	2.88	**9.31**
Mechanics and Repairers - Electronics	40	3.73	1.91	2.88	**8.52**

Instructional Field	Number of Programs	Median Cost Per Contact Hour			
		Faculty Salaries	Depart. Operating Expense	Allocated	FY 2005 Total
Physical Education and Fitness	52	3.42	1.12	2.88	**7.42**
Protective Services and Public Administration	56	2.63	1.30	2.88	**6.81**
Psychology, Social Sciences, and History	57	2.30	0.45	2.88	**5.63**
Visual and Performing Arts	57	3.47	1.19	2.88	**7.54**

APPENDIX E: FORMULA AMOUNTS GENERATED BY RFOE AND THECB RATES

RFOE Formula Rates

Instructional Fields	Contact Hours Regular	Contact Hours Critical Field	RFOE Rate Regular	RFOE Rate Critical Field	TOTAL BIENNIUM
Agriculture	1,438,043	-	7.25	7.98	20,851,624
Architecture and Precision Production Trades	2,388,400	-	8.82	9.70	42,131,376
Biology, Physical Sciences, and Science Tech	564,538	27,596,179	6.19	6.81	382,793,746
Business Management, Marketing, and Admin	13,942,836	3,662,645	6.58	7.24	236,508,171
Career Pilot	111,696	-	23.45	25.80	5,238,542
Communications	3,558,187	-	7.30	8.03	51,949,530
Computer and Information Sciences	-	10,154,627	7.57	8.33	169,115,158
Construction Trades	1,539,517	-	8.20	9.02	25,248,079
Consumer and Homemaking Education	7,063,158	1,477,339	6.14	6.75	106,691,475
Engineering	-	124,895	10.30	11.33	2,830,121
Engineering Related	-	5,498,819	6.82	7.50	82,504,280
Eng Language, Literature, Philosophy, et al.	37,171,374	-	6.48	7.13	481,741,007
Foreign Languages	6,116,644	-	5.97	6.57	73,032,729
Health-Dental Asst, Med Lab, & Assoc. Nursing	-	7,138,751	9.96	10.96	156,424,312
Health-Dental Hygiene	-	390,277	14.87	16.36	12,767,522
Health Occupations-Other	784,724	9,506,989	7.39	8.13	166,162,848
Health-Respiratory Therapy	-	701,094	9.26	10.19	14,282,687
Health-Vocational Nursing	-	5,006,932	6.89	7.58	75,895,075
Mathematics	-	25,938,419	6.11	6.72	348,664,228
Mechanics and Repairers-Automotive	2,830,765	-	7.60	8.36	43,027,628
Mechanics and Repairers-Diesel et al.	1,756,529	-	9.31	10.24	32,706,570
Mechanics and Repairers-Electronics	617,634	-	8.52	9.37	10,524,483
Physical Education and Fitness	5,799,426	-	7.42	8.16	86,063,482
Protective Services and Public Admin	6,937,338	-	6.81	7.49	94,486,544
Psychology, Social Services, and History	39,598,797	-	5.63	6.19	445,882,454
Visual and Performing Arts	12,410,364	-	7.54	8.29	187,148,289
TOTAL	144,629,970	97,196,966			**3,354,671,961**

THECB Recommended Formula Rates

Instructional Fields	Contact Hours Regular	Contact Hours Critical Field	THECB Recommended Rate Regular	THECB Recommended Rate Critical Field	TOTAL BIENNIUM
Agriculture	1,438,043	-	4.86	5.35	13,977,778
Architecture and Precision Production Trades	2,388,400	-	5.92	6.51	28,278,656
Biology, Physical Sciences, and Science Tech	564,538	27,596,179	4.15	4.57	256,638,780
Business Management, Marketing, and Admin	13,942,836	3,662,645	4.41	4.85	158,510,795
Career Pilot	111,696	-	15.73	17.30	3,513,956
Communications	3,558,187	-	4.90	5.39	34,870,233
Computer and Information Sciences	-	10,154,627	5.08	5.59	113,488,111
Construction Trades	1,539,517	-	5.50	6.05	16,934,687
Consumer and Homemaking Education	7,063,158	1,477,339	4.12	4.53	71,591,023
Engineering	-	124,895	6.91	7.60	1,898,654
Engineering Related	-	5,498,819	4.58	5.04	55,406,100
Eng Language, Literature, Philosophy, et al.	37,171,374	-	4.35	4.79	323,390,954
Foreign Languages	6,116,644	-	4.01	4.41	49,055,485
Health-Dental Asst, Med Lab, & Assoc. Nursing	-	7,138,751	6.68	7.35	104,911,085
Health-Dental Hygiene	-	390,277	9.98	10.98	8,568,922
Health Occupations-Other	784,724	9,506,989	4.96	5.46	111,524,726
Health-Respiratory Therapy	-	701,094	6.21	6.83	9,578,346
Health-Vocational Nursing	-	5,006,932	4.62	5.08	50,890,457
Mathematics	-	25,938,419	4.10	4.51	233,964,539
Mechanics and Repairers-Automotive	2,830,765	-	5.10	5.61	28,873,803
Mechanics and Repairers-Diesel et al.	1,756,529	-	6.25	6.88	21,956,613
Mechanics and Repairers-Electronics	617,634	-	5.72	6.29	7,065,733
Physical Education and Fitness	5,799,426	-	4.98	5.48	57,762,283
Protective Services and Public Admin	6,937,338	-	4.57	5.03	63,407,269
Psychology, Social Services, and History	39,598,797	-	3.78	4.16	299,366,905
Visual and Performing Arts	12,410,364	-	5.06	5.57	125,592,884
TOTAL	144,629,970	97,196,966			**2,251,018,776**

APPENDIX F: ARCHIVAL RESEARCH, THECB

Archival Request:
Checklist for Texas Higher Education Coordinating Board

Please indicate in the "In CB files" column whether information requested is available from the Texas Higher Education Coordinating Board.

THECB Formula Recommendations

Legislature	Appropriation For	Recommend Year	In CB files?
76th (1999)	FY 2000, FY 2001	1998	Yes
69th (1985)	FY 1986, FY 1987	1984	No
68th (1983)	FY 1984, FY 1985	1982	No

And any subsequent year of recommendation (e.g., 1980, 1978, etc.)

THECB Formula Multiplier

Legislature	Appropriation For	Multiplier Year	In CB files?
75th (1997)	FY 1998, FY 1999	1997	Yes
70th (1987)	FY 1988, FY 1989	1987	Yes
69th (1985)	FY 1986, FY 1987	1985	Yes
68th (1983)	FY 1984, FY 1985	1983	Academic Only

And any subsequent year the multiplier is available (e.g., 1981, 1979, etc.)

BASE YEAR CONTACT HOURS

Legislature	Appropriation For	Base Year Time Period	In CB files?
73rd (1993)	FY 1994, FY 1995	Summer 92, Fall 92, Spring 93	Yes
72nd (1991)	FY 1992, FY 1993	Summer 90, Fall 90, Spring 91	No
71st (1989)	FY 1990, FY 1991	Summer 88, Fall 88, Spring 89	No
70th (1987)	FY 1988, FY 1989	Summer 86, Fall 86, Spring 87	No
69th (1985)	FY 1986, FY 1987	Summer 84, Fall 84, Spring 85	No
68th (1983)	FY 1984, FY 1985	Summer 82, Fall 82, Spring 83	No

And any subsequent year base year contact hours are available (e.g., Su80, Fa80, Sp81, etc.)

Cost Study/AFER/RFOE

Legislature	Appropriation For	Cost Study/ AFER/RFOE	In CB files?
73rd (1993)	FY 1994, FY 1995	FY 1991	No
72nd (1991)	FY 1992, FY 1993	FY 1989	No
71st (1989)	FY 1990, FY 1991	FY 1987	No
70th (1987)	FY 1988, FY 1989	FY 1985	No
69th (1985)	FY 1986, FY 1987	FY 1983	No
68th (1983)	FY 1984, FY 1985	FY 1981	No

And any subsequent year cost study is available (e.g., FY 1979, FY 1977, etc.)

Comments on why any documents were not available:

In general, THECB keeps documents for no more than 10 years.

Amanda Greene
Signature

6/6/06
Date

Name: Amanda Greene
Title: Program Director
Email: amanda.greene@thecb.state.tx.us

APPENDIX G: EXAMPLES OF REVENUE SPREADHSHEET AND ENROLLMENT SPREADSHEET

Historical Revenue Data

Thank you in advance for taking the time to provide this information. Not only will the information be useful to the Texas Association of Community Colleges, it will *also be helpful for me as I complete my dissertation, A Policy Analysis of Community College Funding in Texas.*

Revenue data (state appropriations, tuition/fees, ad valorem taxes, and "other) are requested in this spreadsheet. Specific instructions are provided in each spreadsheet for each particular data item. In essence, each spreadsheet contains data/information that has been gleaned from a variety of sources. Please compare the data provided here with records at your institution. If the numbers on this spreadsheet are accurate, just leave the white boxes blank. If the numbers are inaccurate, enter the correct information in the white boxes.

In some cases, I have not been able to locate data for a specific time period (especially for those colleges that were funded by the state in the 1940's and 1950's). Any information you can provide to plug these gaps is greatly appreciated. Provide the missing data elements, as the information is available, in the white boxes.

In the "NOTES" section, you may provide any information you wish to communicate to me about the data.

Thank you again for your help. If you need to contact me, my phone number is 512/476-2572 or email is dhudson@tacc.org.

--Don

Don Hudson
PhD. Candidate, Univeristy of Texas at Austin
Vice President, Texas Association of Community Colleges

Contact Information for Primary Individual Completing this Information Request:

Name:	
Title:	
Phone Number:	
Email:	

Example *Information provided by: _____*
State Appropriations

Directions: *For each fiscal year, provide the formula funds received, group health* insurance appropriation, and other state contracts or grants in the white boxes. *The amount listed under each fiscal year is the dollar figure which appears in either the General Appropriations Act, LBB documents, or THECB documents. In the bottom half of each table, check for the accuracy of the additional appropriated funds. Please provide corrections or additions in the white boxes at the bottom of each table.*

2004-2007

	FY 04	FY 05	FY 06	FY 07
Formula Appropriation per FY	57,782,465	57,782,465	65,368,636	65,368,636
Formula Funds Received				
Group Health Insurance per FY				
Other State Contracts/Grants				

Any Additional Appropriated Funds?	FY 04	FY 05	FY 06	FY 07

2000-2003

	FY 00	FY 01	FY 02	FY 03
Formula Appropriation per FY	53,572,545	54,979,755	60,155,716	60,155,716
Formula Funds Received				
Group Health Insurance per FY				
Other State Contracts/Grants				

Any Additional Appropriated Funds?	FY 00	FY 01	FY 02	FY 03

Example *Information provided by: _____*
Tuition and Fee Revenue

Directions: *Please provide the total tuition and fee revenue collected by your college district for each fiscal year or, when an amount is given, provide a corrected amount (if warranted) in the white boxes below. The tuition and fee amount listed is from a variety of sources including the SAO database and THECB annual reports.*

2004-2006

	FY 04	FY 05	FY 06 (est)
Total Tuition and Fee Revenue	-	-	-
Data/Corrections			

2000-2003

	FY 00	FY 01	FY 02	FY 03
Total Tuition and Fee Revenue	36,219,333	42,032,798	47,586,627	53,628,481
Data/Corrections				

1996-1999

	FY 96	FY 97	FY 98	FY 99
Total Tuition and Fee Revenue	28,064,257	30,070,288	31,616,732	35,563,707
Data/Corrections				

1992-1995

	FY 92	FY 93	FY 94	FY 95
Total Tuition and Fee Revenue	17,368,041	20,552,101	21,063,857	25,775,862
Data/Corrections				

1990-1991

	FY 90	FY 91
Total Tuition and Fee Revenue	14,967,003	15,774,955
Data/Corrections		

1986-1989

	FY 86	FY 87	FY 88	FY 89
Total Tuition and Fee Revenue	10,515,672	11,948,707	10,323,183	13,573,384
Data/Corrections				

Example *Information provided by: _____*
Ad Valorem Taxes

Directions: *Please provide the total property tax levy collected by your college district for each fiscal year in the white boxes below. The* ***Estimated Property Tax Levy*** *is based upon the TACC yearly property tax survey. The Historical Record Total, where provided, is an amount gleaned from historical records from TACC, the THECB, and other sources. Some of the historical records do not make it clear if the amount includes both M&O and Debt or just M&O. The* ***Total Levy Actually Collected*** *should include both M&O and debt revenue collected during the fiscal year.*

2004-2006

	FY 04	FY 05	FY 06 (est)
Estimated Property Tax Levy	62,760,564	66,749,118	74,989,854
Historical Record Total	-	-	-
Total Levy Actually Collected			

2000-2003

	FY 00	FY 01	FY 02	FY 03
Estimated Property Tax Levy	45,934,873	50,669,823	53,816,774	58,535,722
Historical Record Total	38,560,203	42,951,742	54,453,388	59,349,862
Total Levy Actually Collected				

1996-1999

	FY 96	FY 97	FY 98	FY 99
Estimated Property Tax Levy	39,316,201	41,615,813	44,173,961	45,769,655
Historical Record Total	31,183,357	32,964,558	34,177,651	38,155,801
Total Levy Actually Collected				

1992-1995

	FY 92	FY 93	FY 94	FY 95
Estimated Property Tax Levy	31,928,835	35,186,805	34,574,545	36,665,336
Historical Record Total	24,081,387	26,321,609	27,099,888	28,323,991
Total Levy Actually Collected				

1990-1991

	FY 90	FY 91
Estimated Property Tax Levy	23,764,559	28,321,181
Historical Record Total	20,490,540	22,528,702
Total Levy Actually Collected		

Example *Information provided by: _____*
Total Other Revenue

Directions: *Please provide the **Other Revenue** collected by your college district for each fiscal year in the white boxes below. **Other Revenue** includes contracts and grants from sources other than state (e.g., Federal contracts, foundation grants) and auxiliary enterprises. In essence, it is the amount of of revenue less the total of the previous three worksheets (state funds, tuition and fees, and ad valorem taxes).*

2005-2006					
	FY 05	FY 06 (est)			
Total Other Revenue					
2000-2004					
	FY 00	FY 01	FY 02	FY 03	FY 04
Total Other Revenue					
1995-1999					
	FY 95	FY 96	FY 97	FY 98	FY 99
Total Other Revenue					
1990-1994					
	FY 90	FY 91	FY 92	FY 93	FY 94
Total Other Revenue					
1985-89					
	FY 85	FY 86	FY 87	FY 88	FY 89
Total Other Revenue					
1980-84					
	FY 80	FY 81	FY 82	FY 83	FY 84
Total Other Revenue					
1975-1979					
	FY 75	FY 76	FY 77	FY 78	FY 79
Total Other Revenue					

Historical Enrollment Data

Thank you in advance for taking the time to provide this information. Not only will the information be useful to the Texas Association of Community Colleges, it will also be helpful for me as I complete my dissertation, *A Policy Analysis of Community College Funding in Texas.*

Enrollment information, both fall enrollment and contact hours generated, are requested in this spreadsheet. Specific instructions are provided in each spreadsheet for each particular data item. In essence, each spreadsheet contains data/information that has been gleaned from a variety of sources. Please compare the data provided here with records at your institution. If the numbers on this spreadsheet are accurate, just leave the white boxes blank. If the numbers are inaccurate, enter the correct information in the white boxes.

In some cases, I have not been able to locate data for a specific time period (especially for those colleges that were funded by the state in the 1940's and 1950's). Any information you can provide to plug these gaps is greatly appreciated. Provide the missing data elements, as the information is available, in the white boxes.

In the "NOTES" section, you may provide any information you wish to communicate to me about the data.

Thank you again for your help. If you need to contact me, my phone number is 512/476-2572 or email is dhudson@tacc.org.

--Don

Don Hudson
PhD. Candidate, Univeristy of Texas at Austin
Vice President, Texas Association of Community Colleges

Contact Information for Primary Individual Completing this Information Request:

Name:	
Title:	
Phone Number:	
Email:	

Example Information provided by: _____.
FALL HEADCOUNT

Directions: *Please provide the total headcount (semester length only) for each Fall for your college, or, when a number is given, provide a corrected headcount total in the white boxes. The headcount total provided is from a variety of sources including TACC historical records and the THECB.*

2000-2004

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Headcount	12,025	12,686	13,806	14,057	14,027
Data/Corrections					

1995-1999

	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
Headcount	9,319	9,722	10,185	10,481	11,297
Data/Corrections					

1990-1994

	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994
Headcount	6,930	7,290	8,066	8,637	9,017
Data/Corrections					

1985-1989

	Fall 1985	Fall 1986	Fall 1987	Fall 1988	Fall 1989
Headcount	3,700	4,132	5,178	5,915	6,471
Data/Corrections					

1980-1984

	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984
Headcount	-	2,793	3,160	3,380	3,499
Data/Corrections					

Example
FISCAL YEAR CONTACT HOURS

Directions: *Please provide the total contact hours for each fiscal year for your college, or, when a number is given, provide a corrected contact hour total in the white boxes. The total provided is from a variety of sources including TACC historical records and the THECB.*

2004-2006

	FY 04	FY 05	FY 06 (est)
Contact Hours	6,128,835	6,109,985	-
Data/Corrections			

2000-2003

	FY 00	FY 01	FY 02	FY 03
Contact Hours	5,395,235	5,525,297	5,711,928	6,074,143
Data/Corrections				

1996-1999

	FY 96	FY 97	FY 98	FY 99
Contact Hours	4,329,718	4,552,192	4,790,273	5,106,741
Data/Corrections				

1992-1995

	FY 92	FY 93	FY 94	FY 95
Contact Hours	3,677,676	3,863,829	3,972,995	4,094,755
Data/Corrections				

1990-1991

	FY 88	FY 89	FY 90	FY 91
Contact Hours	-	-	3,130,240	3,521,560
Data/Corrections				

Example
BASE YEAR CONTACT HOURS

Directions: *Please verify the base year contact information for your college district. If a correction is warranted, provide the information in the white boxes. For those funding base years where a number is not provided, please supply the contact hour information, if it is known. The funding base year is defined as the contact hours for Summer and Fall semesters of even numbered years and the Spring semester of odd numbered years. It also includes the following quarterly terms: March-May even year; June-August even year; December (even year)-February (odd year). For example Base Year 2004-05 (BY 04-05) is Summer 2004, Fall 2004, Spring 2005, March-May 2004, June-August 2004, September-November 2004, December 2004-February 2005.*

	BY 04-05			
Total Contact Hours	6,004,051			
Data/Corrections				
	BY 96-97	BY 98-99	BY 00-01	BY 02-03
Total Contact Hours	4,518,006	5,058,587	5,490,668	6,023,099
Data/Corrections				
	BY 88-89	BY 90-91	BY 92-93	BY 94-95
Total Contact Hours	2,844,913	3,451,155	3,872,748	4,042,163
Data/Corrections				
	BY 80-81	BY 82-83	BY 84-85	BY 86-87
Total Contact Hours	-	-	1,715,875	2,055,134
Data/Corrections				
	BY 72-73	BY 74-75	BY 76-77	BY 78-79
Total Contact Hours	-	-	-	1,334,724
Data/Corrections				

APPENDIX H: INFORMATION PROVIDED TO EACH INTERVIEWEE PRIOR TO INTERVIEW

Don Hudson
118 Waxwood
San Antonio, TX 78216

May 1, 2008

Dr. Jim Smith
Address
City, State

Dear Dr. Smith,

Thank you for agreeing to participate in my dissertation research, *A Policy Analysis of Community College Funding in Texas*. I look forward to talking with you on Monday, December xx at 10:00 a.m. to get your insights on community college funding issues.

Three documents follow this cover letter: 1) a consent form, 2) a list of the questions I will ask during the interview, and 3) preliminary data from my study. I will need you to sign the consent form and mail it back to me in the enclosed envelope. I am providing you with the list of open-ended questions so you can think about your responses prior to the interview. The data pages provide a summary of the document research I have already conducted. I am certainly interested in any thoughts you have that might be triggered by review of these tables and charts.

Once again, I look forward to our conversation on Monday. Please let me know if you have any questions.

Thanks in advance for your help,

Don Hudson

CONSENT FORM IRB PROTOCOL # 2004-08-0079

Title: **A Policy Analysis of Community College Funding in Texas**
Conducted By: Don Hudson, Ph.D. candidate, 210/822-4158, don.hudson@mail.utexas.edu
Supervising Professor: William Lasher, Ph.D., 512/475-8586, blasher@mail.utexas.edu
University of Texas at Austin, Department of Educational Administration, 512/471-7551

You are being asked to participate in a research study. This form provides you with information about the study. The person in charge of this research will also describe this study to you and answer all of your questions. Please read the information below and ask questions about anything you don't understand before deciding whether or not to take part. Your participation is entirely voluntary and you can refuse to participate without penalty or loss of benefits to which you are otherwise entitled. You can stop your participation at any time by simply telling the researcher.

The purpose of this study is to provide an analysis of the funds community colleges have received from each of the three major sources of revenue (state appropriations, student tuition and fees, and property tax revenue) since 1941. The emphasis of the study is on state appropriations and the history of the formula system in Texas.

If you agree to be in this study, you will be asked to do the following:

• Answer open-ended questions about your knowledge of community college funding in Texas.

Total estimated time to participate in study is one hour.

Risks and Benefits of being in the study

• There is little to no risk to you participating in this study.

• Your identity will remain confidential in the final report, but your responses will not remain confidential.

• Since no record of the history of community college funding exists, your responses will help create such a record.

Compensation:

• A copy of the findings of this study will be provided if you would like.

• No other compensation will be made to you.

Confidentiality:

The interview will be audiotaped. The tapes will be coded so that no personal identifying information is visible on them. The tapes of this study will be stored securely and kept private. Tapes will be heard or viewed only for research purposes by the investigator. Tapes will be destroyed after they are transcribed. Authorized persons from The University of Texas at Austin and members of the Institutional Review Board have the legal right to review your research records

and will protect the **confidentiality** of those records to the extent permitted by law. All publications will exclude any information that will make it possible to identify you as a subject.

Contacts and Questions:

If you have any questions about the study please ask now. If you have questions later or want additional information, call the researchers conducting the study. Their names, phone numbers, and e-mail addresses are at the top of this page.

If you have questions about your rights as a research participant, please contact Clarke A. Burnham, Ph.D., Chair, The University of Texas at Austin Institutional Review Board for the Protection of Human Subjects, (512) 232-4383.

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read the above information and have sufficient information to make a decision about participating in this study. I consent to participate in the study.

Signature:_____ Date: _____

_____ Date: _____
Signature of Investigator

Interview Questions

Don Hudson (Ph.D. candidate, University of Texas at Austin; Dr. William Lasher, Advisor)
Dissertation Topic: A Policy Analysis of Community College Funding in Texas

PURPOSE OF INTERVIEW
The main questions this research is trying to answer are: what is the history of community college funding in Texas? Historically, what is the state's share of funding? Historically, what is the local share of community college funding?

While each of the major revenue sources (state appropriations, student tuition and fees, and property tax revenue) for Texas community colleges will be addressed in the interview, the main focus of the interview will be on the state funds provided to community colleges. In addition, questions about student tuition and fees and property tax revenue will be asked. An important line of questions will revolve around the relationships between these three main revenue sources.

Your frank responses to these questions would be appreciated. As stated in the consent form, your identity will remain confidential in the final report; only your responses will be recorded.

QUESTIONS
1. Looking back on your experience with the State of Texas and community colleges, what were the key events in the development of community college funding from your perspective as (position of interviewee)?

2. Why, in your opinion, does the State of Texas fund community colleges (currently at $1.6 billion per biennium)?

3. Current law indicates that the state should appropriate "an amount sufficient to supplement local funds for the proper support, maintenance, operation, and improvement of public junior colleges of Texas" (*Texas Education Code* §130.003).

What do you think "sufficient to supplement" means?

4. In many Texas Association of Community College (TACC) publications, a phrase similar to the following is offered: "Providing for community colleges has been a shared responsibility between the state (through formula funds) and local revenue sources (tuition and fees and ad valorem tax revenue)."

-What is your reaction to this statement?

-What is your understanding of the agreement between the state and the community colleges regarding the funding of community colleges?

-What do you base this understanding on?

5. Formula funding:

-When was the funding formula developed?

-How was the funding formula developed?

-Why was the funding formula developed?

6. What insight can you provide about the history of tuition and fees at Texas community colleges?

7. What insight can you provide about the history of property tax valuation and tax rates at Texas community colleges?

8. What other insight can you provide on community college funding in Texas?

Figure 1. Summary of Community College Formula Appropriation: 1942-2007

Biennium	Appropriation	from previous	from BY 42-43
BY 42-43	650,000		
BY 44-45	572,000	-12%	-12%
BY 46-47	687,600	20%	6%
BY 48-49	1,860,400	171%	186%

Biennium	Appropriation	from previous	from BY 50-51	from BY 42-43
BY 50-51	4,200,000	126%		546%
BY 52-53	4,309,200	3%	3%	563%
BY 54-55	5,220,000	21%	24%	703%
BY 56-57	7,740,000	48%	84%	1091%
BY 58-59	9,498,390	23%	126%	1361%

Biennium	Appropriation	from previous	from BY 60-61	from BY 50-51
BY 60-61	10,355,994	9%		147%
BY 62-63	14,212,000	37%	37%	238%
BY 64-65	17,915,008	26%	73%	327%
BY 66-67	32,966,278	84%	218%	685%
BY 68-69	58,436,175	77%	464%	1291%

Biennium	Appropriation	from previous	from BY 70-71	from BY 60-61
BY 70-71	84,772,051	45%		719%
BY 72-73	125,149,300	48%	48%	1108%
BY 74-75	186,672,590	49%	120%	1703%
BY 76-77	285,242,538	53%	236%	2654%
BY 78-79	414,359,902	45%	389%	3901%

Biennium	Appropriation	from previous	from BY 80-81	from BY 70-71
BY 80-81	481,363,162	16%		468%
BY 82-83	680,511,704	41%	41%	703%
BY 84-85	843,964,164	24%	75%	896%
BY 86-87	818,178,679	-3%	70%	865%
BY 88-89	829,370,290	1%	72%	878%

Biennium	Appropriation	from previous	from BY 90-91	from BY 80-81
BY 90-91	967,018,723	17%		101%
BY 92-93	1,054,643,984	9%	9%	119%
BY 94-95	1,136,454,590	8%	18%	136%
BY 96-97	1,148,861,926	1%	19%	139%
BY 98-99	1,325,767,315	15%	37%	175%

Biennium	Appropriation	from previous	from BY 00-01	from BY 90-91
BY 00-01	1,447,716,804	9%		50%
BY 02-03	1,569,157,590	8%	8%	62%
BY 04-05	1,502,275,022	-4%	4%	55%
BY 06-07	1,610,569,434	7%	11%	67%

Figure 2. Revenue from 1975 to 2005

Fiscal Year	State Formula Appropriation	Tuition & Fees	Ad Valorem Taxes	Fall Enrollment
1975	96,485,064	32,631,598	50,238,357	171,880
%	53.8%	18.2%	28.0%	
1980	234,666,622	53,949,394	55,508,785	239,136
%	68.2%	15.7%	16.1%	
1985	430,478,447	87,746,491	148,772,648	300,652
%	64.5%	13.2%	22.3%	
1990	484,364,751	162,795,878	241,528,068	352,259
%	54.5%	18.3%	27.2%	
1995	576,658,894	301,790,408	290,067,230	394,961
%	49.3%	25.8%	24.8%	
2000	727,211,196	445,481,165	509,632,615	420,074
%	43.2%	26.5%	30.3%	
2005	751,411,875	771,903,699	894,828,763	539,017
%	31.1%	31.9%	37.0%	

Table 1. Percent of Total Revenue for Each Source: 1975 to 2005

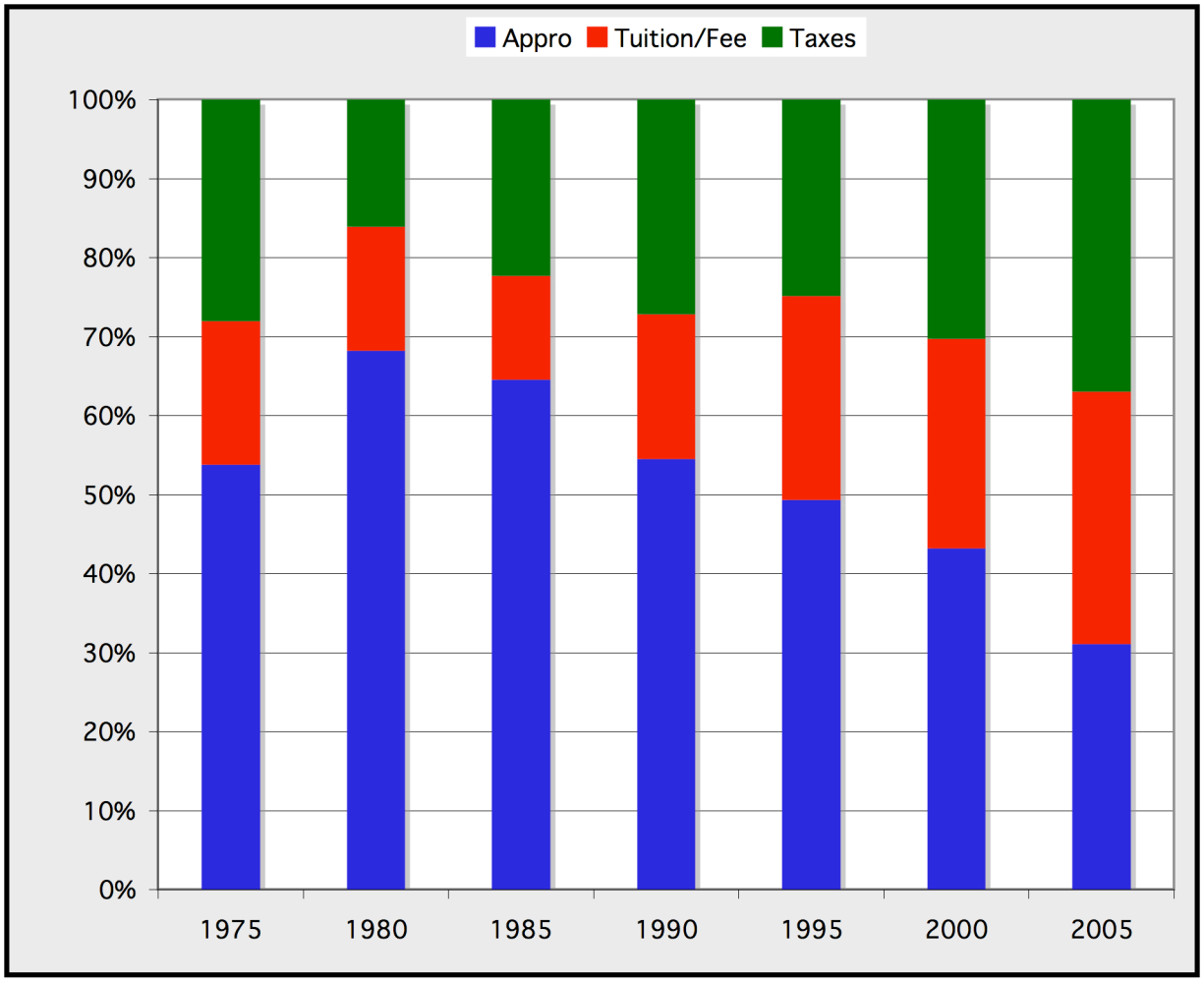
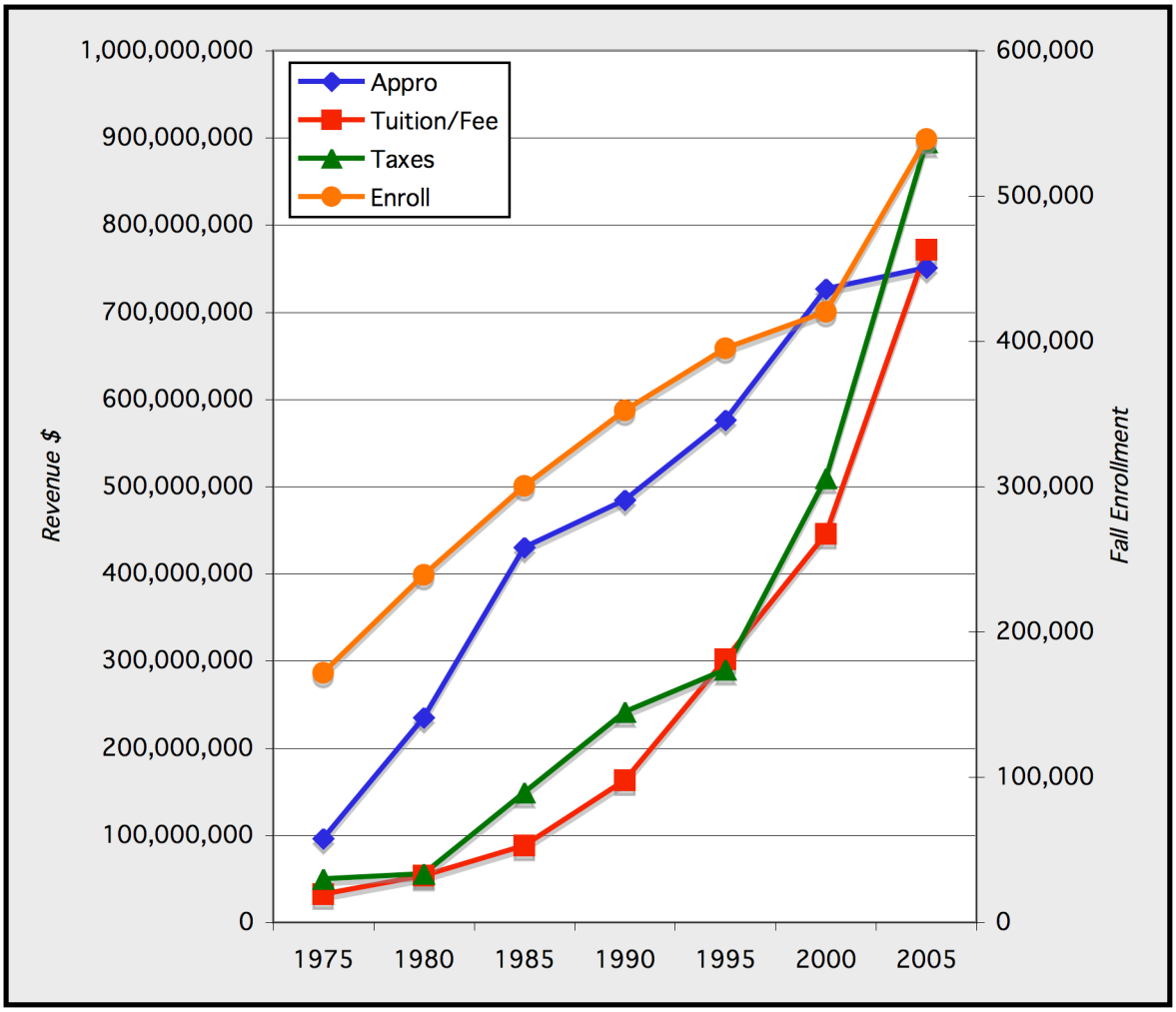


Table 2. Revenue Increase from 1975 to 2005



Any reactions or comments to the data provided in Figures 1 and 2 and Tables 1 and 2?

APPENDIX I: INTERVIEW CLARIFICATION EXAMPLE

Interview Clarification Example

General Question. Does the information provided in "Initial Funding of Vocation/Technical Education," correctly interpret the funding of vocational/technical education?

a. Can you confirm that the funds mentioned are Federal funds?
b. Any state funds?
c. Any insight to the distribution of funds to community colleges?

Initial Funding of Vocational/Technical Education

- Until 1963, no funds were available on a state-wide basis for vocational/technical education courses whether credit or non-credit.

- In 1963, federal funds were made available to all community colleges in the state through the Central Education Agency (later renamed the Texas Education Agency).
  - For 3 biennia (BY 1964-65; BY 1966-67; BY 1968-69), TEA received a lump sum payment of federal dollars for vocational/technical. One respondent indicated that "community colleges were at the mercy of TEA in the 1960's—there was no line item appropriation by college on occupational funds."

- For Fiscal Years 1970 through 1979, the Legislature continued to fund vocational-technical education through CEA/TEA.
  - A line item vocational-technical appropriation was detailed in CEA's budget for each college.
  - The vocational-technical appropriation was a combination of Federal Funds and General Revenue during this time period.
  - The percent of the vocational-technical funds from General Revenue ranged from 40 percent (FY 1973) to 96 percent (FY 1979).

- The appropriation bill for the 66th Legislature in 1979 (HB 558 Appropriation for FY 1980, FY 1981) was the first bill to designate only General Revenue for vocational-technical education. It was also the first bill to include vocational-technical education in the Public Junior College section of the bill. Previously, the appropriation had been made to the community colleges through the Texas Education Agency.

APPENDIX J: INSTRUCTIONAL APPROPRIATION FOR TEXAS COMMUNITY COLLEGES: 1942-2006 (ANNUAL)

CC District	*1942*	*1943*	*1944*	*1945*	*1946*	*1947*
Alamo	x	x	x	x	x	x
Amarillo	x	x	x	x	x	x
Blinn	x	x	x	x	x	x
Cisco	x	x	x	x	x	x
Clarendon	x	x	x	x	x	x
Del Mar	x	x	x	x	x	x
Hill	x	x	x	x	x	x
Kilgore	x	x	x	x	x	x
Lee	x	x	x	x	x	x
North Central Texas	x	x	x	x	x	x
Paris	x	x	x	x	x	x
Ranger	x	x	x	x	x	x
Temple	x	x	x	x	x	x
Texarkana	x	x	x	x	x	x
Texas Southmost	x	x	x	x	x	x
Tyler	x	x	x	x	x	x
Victoria	x	x	x	x	x	x

Two Year to Four Year	*1942*	*1943*	*1944*	*1945*	*1946*	*1947*
Hardin J C	x	x	x	x	x	x
Pan American	x	x	x	x	x	x
San Angelo JC	x	x	x	x	x	x
U of Houston JC Division	x	x	x	x	x	x
South Park JC	x	x	x	x	x	x

	1942	*1943*	*1944*	*1945*	*1946*	*1947*
Annual Appropriation	325,000	325,000	286,000	286,000	343,800	343,800
Biennium Appropriation		650,000		572,000		687,600
$/FTSE Appropriation	$50	$50	$50	$50	$60	$60
Number of Current CC's	17	17	17	17	17	17
Total Institutions	22	22	22	22	22	22

*Individual College Amounts Not Provided in Legislation

Sources: SB 163, 47th Legislature (1941), HB 210, 48th Legislature (1943), SB 67, 49th Legislature (1945)

CC District	*1948*	*1949*	*1950*	*1951*	*1952*	*1953*	*1954*	*1955*
Alamo	x	x	x	x	x	x	x	x
Alvin 1950			x	x	x	x	x	x
Amarillo	x	x	x	x	x	x	x	x
Blinn	x	x	x	x	x	x	x	x
Cisco	x	x	x	x	x	x	x	x
Clarendon	x	x	x	x	x	x	x	x
Del Mar	x	x	x	x	x	x	x	x
Frank Phillips 1950			x	x	x	x	x	x
Hill 1951	x	x	x	x				
Howard 1948	x	x	x	x	x	x	x	x
Kilgore	x	x	x	x	x	x	x	x
Laredo 1948	x	x	x	x	x	x	x	x
Lee	x	x	x	x	x	x	x	x
Navarro 1948	x	x	x	x	x	x	x	x
North Central Texas	x	x	x	x	x	x	x	x
Odessa 1948	x	x	x	x	x	x	x	x
Panola 1949		10,400	x	x	x	x	x	x
Paris	x	x	x	x	x	x	x	x
Ranger	x	x	x	x	x	x	x	x
Southwest Texas 1948	x	x	x	x	x	x	x	x
Temple	x	x	x	x	x	x	x	x
Texarkana	x	x	x	x	x	x	x	x
Texas Southmost	x	x	x	x	x	x	x	x
Trinity Valley 1948	x	x	x	x	x	x	x	x
Tyler	x	x	x	x	x	x	x	x
Victoria	x	x	x	x	x	x	x	x
Weatherford 1948	x	x	x	x	x	x	x	x
Wharton 1948	x	x	x	x	x	x	x	x

Two Year to Four Year	*1948*	*1949*	*1950*	*1951*	*1952*	*1953*	*1954*	*1955*
Hardin J C	x	x	x	x	x	x	x	x
Pan American	x	x	x	x	x	x	x	x
San Angelo JC	x	x	x	x	x	x	x	x
U of Houston JC Division	x	x	x	x	x	x	x	x
South Park JC 1951	x	x	x	x				

	1948	*1949*	*1950*	*1951*	*1952*	*1953*	*1954*	*1955*
Annual Appropriation	925,000	935,400	2,100,000	2,100,000	2,154,600	2,154,600	2,610,000	2,610,000
Biennium Appropriation		1,860,400		4,200,000		4,309,200		5,220,000
$/FTSE Appropriation	$100	$100	$175	$175	$189	$189	$189	$189
Number of Current CC's	25	26	28	28	27	27	27	27
Total Institutions	30	31	33	33	31	31	31	31

*Individual College Amounts Not Provided in Legislation

Sources: HB 52, 50th Legislature (1947), HB 11, 51st Legislature (1949), HB 426, 52nd Legislature (1951), HB 111, 53rd Legislature (1953)

CC District	*1956*	*1957*	*1958*	*1959*	*1960*	*1961*
Alamo	350,491	350,491	441,350	441,350	531,025	531,025
Alvin	16,100	16,100	37,950	37,950	63,800	63,800
Amarillo	129,916	129,916	136,625	136,325	174,977	174,977
Blinn	96,863	96,863	122,500	122,500	111,210	111,210
Cisco	52,900	52,900	55,890	55,890	75,350	75,350
Clarendon	39,100	39,100	36,570	36,570	34,100	34,100
Del Mar	209,769	209,769	240,100	240,100	253,704	253,704
Frank Phillips	63,250	63,250	83,650	83,650	98,681	98,681
Howard	69,920	69,920	83,475	83,475	99,803	99,803
Kilgore	162,643	162,643	190,400	190,400	202,092	202,092
Laredo	96,863	96,863	121,450	121,450	133,089	133,089
Lee	95,227	95,227	123,900	123,900	184,327	184,327
Navarro	98,827	98,827	112,875	112,875	123,552	123,552
North Central Texas	20,700	20,700	37,260	37,260	57,750	57,750
Odessa	121,408	121,408	163,625	163,625	176,473	176,473
Panola	41,400	41,400	43,700	43,700	80,575	80,575
Paris	96,863	96,863	117,075	117,075	124,113	124,113
Ranger	111,590	111,590	117,425	117,425	65,725	65,725
South Plains 1959				57,500	75,625	75,625
Southwest Texas	34,500	34,500	59,110	59,110	77,275	77,275
Temple	57,040	57,040	56,350	56,350	88,550	88,550
Texarkana	142,680	142,680	173,600	173,600	226,028	226,028
Texas Southmost	88,681	88,681	103,250	103,250	115,511	115,511
Trinity Valley	82,955	82,955	87,675	87,675	107,470	107,470
Tyler	237,095	237,095	274,750	274,750	298,771	298,771
Victoria	99,482	99,482	125,825	125,825	146,740	146,740
Weatherford	47,150	47,150	50,140	50,140	65,725	65,725
Wharton	104,390	104,390	127,225	127,225	167,310	167,310

Two Year to Four Year	*1956*	*1957*	*1958*	*1959*	*1960*	*1961*
Hardin J C 1961	170,498	170,498	166,775	166,775	148,610	148,610
Pan American	160,679	160,679	173,250	173,250	185,636	185,636
San Angelo JC	125,500	125,500	138,600	138,600	153,846	153,846
U of Houston JC Division	645,520	645,520	918,225	918,225	730,554	730,554

	1956	*1957*	*1958*	*1959*	*1960*	*1961*
Annual Appropriation	3,870,000	3,870,000	4,720,595	4,777,795	5,177,997	5,177,997
Biennium Appropriation		7,740,000		9,498,390		10,355,994
$/FTSE Appropriation	$230	$230	$230	$230	$230	$230
Number of Current CC's	27	27	27	28	28	28
Total Institutions	31	31	31	32	32	32

Sources: HB 140, 54th Legislature (1955), HB 133, 55th Legislature (1957), HB 4, 56th Legislature (1959)

CC District	*1962*	*1963*	*1964*	*1965*
Alamo	775,750	775,750	1,113,645	1,113,645
Alvin	124,250	124,250	166,020	166,020
Amarillo	249,750	249,750	362,955	362,955
Blinn	152,250	152,250	227,580	227,580
Cisco	113,400	113,400	132,105	132,105
Clarendon	40,600	40,600	54,000	54,000
Del Mar	385,250	385,250	485,220	485,220
Frank Phillips	120,750	120,750	147,210	147,210
Hill 1962	105,000	105,000	145,500	174,000
Howard	135,500	135,500	163,740	163,740
Kilgore	289,000	289,000	395,730	395,730
Laredo	164,500	164,500	181,125	181,125
Lee	259,500	259,500	246,960	246,960
Navarro	194,250	194,250	238,125	238,125
North Central Texas	103,950	103,950	145,215	145,215
Odessa	248,000	248,000	329,040	329,040
Panola	105,350	105,350	115,875	115,875
Paris	163,500	163,500	186,825	186,825
Ranger	52,150	52,150	74,625	74,625
San Jacinto 1962	160,000	235,000	251,805	251,805
South Plains	131,250	131,250	165,165	165,165
Southwest Texas	113,400	113,400	142,365	142,365
Temple	130,250	130,250	200,790	200,790
Texarkana	249,500	249,500	325,620	325,620
Texas Southmost	139,000	139,000	199,260	199,260
Trinity Valley	141,500	141,500	192,810	192,810
Tyler	425,250	425,250	565,875	565,875
Victoria	205,750	205,750	252,090	252,090
Weatherford	87,150	87,150	117,750	117,750
Wharton	261,250	261,250	365,235	365,235

Two Year to Four Year	*1962*	*1963*	*1964*	*1965*
Pan American 1965	247,750	247,750	305,100	305,100
San Angelo JC 1965	235,250	235,250	260,355	260,355
U of Houston JC 1963	758,500	758,500		

	1962	*1963*	*1964*	*1965*
Voc-Technical (Federal)			687,539	687,539
Voc-Technical (State GR)				
Instructional Total (GR)	7,068,500	7,143,500	8,255,715	8,284,215
Biennium Appropriation		14,212,000		16,539,930
$/FTSE Appropriation	$250	$250	$260	$260
Number of Current CC's	30	30	30	30
Total Institutions	33	33	32	32

Sources: SB 1, 57th Legislature (1961), HB 86, 58th Legislature (1963)

CC District	*1966*	*1967*	*1968*	*1969*
Alamo	1,946,330	1,946,330	2,649,150	3,058,200
Alvin	276,400	276,400	423,000	407,250
Amarillo	547,410	547,410	774,900	739,350
Angelina 1969				262,350
Blinn	363,320	363,320	645,300	674,550
Brazosport 1969				154,375
Central Texas 1968			420,750	398,250
Cisco	191,940	191,940	383,400	393,300
Clarendon	66,600	66,600	99,750	105,450
Coastal Bend 1968			323,100	247,050
College of the Mainland 1968			176,700	104,975
Dallas 1968			1,220,400	1,396,350
Del Mar	769,220	769,220	1,062,000	1,115,100
Frank Phillips	189,070	189,070	270,000	270,450
Galveston 1966	301,000	301,000	176,700	161,500
Grayson 1966	374,800	374,800	482,400	525,150
Hill	200,550	200,550	287,100	261,000
Howard	247,700	247,700	313,650	315,450
Kilgore	615,880	615,880	923,850	934,200
Laredo	248,110	248,110	333,000	400,050
Lee	350,610	350,610	427,050	520,650
McLennan 1968			289,800	419,850
Navarro	380,540	380,540	486,900	479,250
North Central Texas	239,910	239,910	361,800	403,200
Odessa	583,490	583,490	796,050	846,000
Panola	149,850	149,850	255,600	261,000
Paris	224,740	224,740	246,150	232,200
Ranger	106,200	106,200	199,025	194,750
San Jacinto	588,000	588,000	1,131,750	1,317,150
South Plains	278,860	278,860	503,100	540,900
Southwest Texas	205,880	205,880	324,450	319,950
Tarrant 1968			1,143,000	2,020,950
Temple	385,050	385,050	491,400	392,850
Texarkana	466,640	466,640	635,400	600,750
Texas Southmost	260,000	260,000	395,100	429,750
Trinity Valley	296,490	296,490	549,000	576,900
Tyler	865,980	865,980	1,188,000	1,284,300
Victoria	411,290	411,290	567,900	566,100
Weatherford	184,560	184,560	366,750	315,450
Wharton	599,890	599,890	711,450	778,050

	1966	*1967*	*1968*	*1969*
Contingency (GR)		1,000,000	1,500,000	2,068,975
Voc-Technical (Federal)	2,527,149	3,248,538	4,586,162	4,654,092
Voc-Technical (State GR)	647,485	710,486	914,838	1,821,908
Academic Appropriation	12,916,310	12,916,310	22,034,825	24,424,350
Instructional Total (GR)	13,563,795	14,626,796	24,449,663	28,315,233
Biennium Appropriation		28,190,591		52,764,896
$/FTSE Appropriation	$320	$320	$450	$450
TOTAL # of CC's	32	32	38	40

Sources: HB 86, 59th Legislature (1965), SB 15, 60th Legislature (1968), HB 5, 60th Legislature (1968)

	1970			1971		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	4,320,550	429,191	4,749,741	4,320,550	451,707	4,772,257
Alvin	428,950	65,494	494,444	428,950	68,930	497,880
Amarillo	849,275	215,124	1,064,399	849,275	226,410	1,075,685
Angelina	216,775	23,144	239,919	216,775	24,358	241,133
Blinn	961,400	8,006	969,406	961,400	8,426	969,826
Brazosport	190,325	18,721	209,046	190,325	19,703	210,028
Central Texas	632,825	180,758	813,583	592,825	190,241	783,066
Cisco	487,600	31,086	518,686	487,600	32,717	520,317
Clarendon	158,700	-	158,700	158,700	-	158,700
Coastal Bend	395,600	84,457	480,057	395,600	88,888	484,488
College of the Mainland	211,025	33,157	244,182	211,025	34,896	245,921
Dallas	2,143,025	239,390	2,382,415	4,140,000	647,498	4,787,498
Del Mar	1,535,250	508,202	2,043,452	1,535,250	534,864	2,070,114
Frank Phillips	310,500	-	310,500	310,500	-	310,500
Galveston	275,425	43,002	318,427	275,425	45,258	320,683
Grayson	717,600	82,730	800,330	717,600	87,071	804,671
Hill	320,275	14,405	334,680	320,275	15,161	335,436
Howard	416,300	32,683	448,983	416,300	34,398	450,698
Kilgore	1,220,150	104,571	1,324,721	1,220,150	110,057	1,330,207
Laredo	530,150	30,677	560,827	530,150	32,286	562,436
Lee	683,675	139,471	823,146	683,675	146,788	830,463
McLennan	650,900	43,741	694,641	650,900	46,036	696,936
Navarro	645,725	38,968	684,693	645,725	41,012	686,737
North Central Texas	537,625	30,317	567,942	537,625	31,908	569,533
Odessa	1,019,475	177,132	1,196,607	1,019,475	186,425	1,205,900
Panola	327,750	3,403	331,153	327,750	3,582	331,332
Paris	280,600	40,046	320,646	280,600	42,147	322,747
Ranger	247,825	-	247,825	247,825	-	247,825
San Jacinto	2,199,950	178,572	2,378,522	2,199,950	187,940	2,387,890
South Plains	688,275	69,495	757,770	688,275	73,141	761,416
Southwest Texas	459,425	37,064	496,489	459,425	39,009	498,434
Tarrant	2,490,900	232,859	2,723,759	2,490,900	245,075	2,735,975
Temple	490,475	42,050	532,525	490,475	44,256	534,731
Texarkana	699,775	80,786	780,561	699,775	85,024	784,799
Texas Southmost	584,775	50,769	635,544	584,775	53,433	638,208
Trinity Valley	684,825	43,425	728,250	684,825	45,703	730,528
Tyler	1,808,950	56,407	1,865,357	1,808,950	59,366	1,868,316
Victoria	722,200	6,320	728,520	722,200	6,652	728,852
Weatherford	426,075	9,322	435,397	426,075	9,811	435,886
Wharton	909,075	76,407	985,482	909,075	80,416	989,491
Total	32,879,975	3,501,354	36,381,329	34,836,950	4,080,593	38,917,543

SUMMARY	*1970*	*1971*
Contingency (GR)	3,222,933	5,474,372
Voc-Technical (Federal)	4,591,851	4,881,328
Voc-Technical (State GR)	3,501,354	4,080,593
Academic Appropriation	32,879,975	34,836,950
Instructional Total (GR)	39,604,262	44,391,915
Biennium Appropriation		83,996,177
$/FTSE Appropriation	$575	$575
TOTAL # of CC's	40	40

Source:
House Bill 2, 61st Texas Legislature,
Regular Session, 1969

	1972			1973		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	5,721,250	676,128	6,397,378	5,858,560	696,657	6,555,217
Alvin	466,875	125,706	592,581	478,080	123,227	601,307
Amarillo	1,007,500	381,465	1,388,965	1,031,680	392,940	1,424,620
Angelina	392,500	54,440	446,940	401,920	54,368	456,288
Blinn	1,105,000	8,351	1,113,351	1,131,520	8,728	1,140,248
Brazosport	366,250	72,024	438,274	375,040	74,637	449,677
Central Texas	702,500	345,444	1,047,944	719,360	356,540	1,075,900
Cisco	552,250	42,985	595,235	559,360	44,672	604,032
Clarendon	244,375	-	244,375	250,240	-	250,240
Coastal Bend	373,750	112,254	486,004	382,720	116,284	499,004
College of the Mainland	383,125	122,291	505,416	392,320	126,895	519,215
Dallas	4,793,750	582,643	5,376,393	6,468,480	835,538	7,304,018
Del Mar	1,853,125	652,839	2,505,964	1,897,600	672,954	2,570,554
El Paso 1972	312,500	125,220	437,720	640,000	119,602	759,602
Frank Phillips	295,000	-	295,000	302,080	-	302,080
Galveston	397,500	87,488	484,988	407,040	87,687	494,727
Grayson	863,750	148,981	1,012,731	884,480	151,430	1,035,910
Hill	329,375	11,845	341,220	337,280	12,270	349,550
Houston 1972	416,875	278,335	695,210	1,920,000	569,344	2,489,344
Howard	501,250	40,676	541,926	513,280	42,291	555,571
Kilgore	1,392,500	170,234	1,562,734	1,425,920	174,837	1,600,757
Laredo	750,625	46,692	797,317	768,640	46,928	815,568
Lee	888,750	277,476	1,166,226	910,080	287,304	1,197,384
McLennan	836,875	160,129	997,004	856,960	119,842	976,802
Navarro	661,875	63,745	725,620	677,760	66,146	743,906
North Central Texas	646,250	45,492	691,742	661,760	47,154	708,914
Odessa	1,251,250	248,548	1,499,798	1,281,280	253,988	1,535,268
Panola	354,375	53,261	407,636	362,880	74,114	436,994
Paris	364,375	98,891	463,266	373,120	101,188	474,308
Ranger	321,875	-	321,875	329,600	-	329,600
San Jacinto	2,605,625	249,101	2,854,726	2,668,160	254,046	2,922,206
South Plains	797,500	107,025	904,525	816,640	124,985	941,625
Southwest Texas	608,125	45,720	653,845	622,720	47,305	670,025
Tarrant	3,738,750	466,795	4,205,545	3,828,480	479,892	4,308,372
Temple	545,625	51,036	596,661	558,720	53,012	611,732
Texarkana	805,625	93,341	898,966	824,960	94,177	919,137
Texas Southmost	583,750	87,831	671,581	597,760	90,855	688,615
Trinity Valley	706,250	61,980	768,230	723,200	64,240	787,440
Tyler	2,011,250	138,425	2,149,675	2,059,520	143,399	2,202,919
Vernon 1973				408,080	52,327	460,407
Victoria	788,750	10,635	799,385	807,680	11,116	818,796
Weatherford	499,375	11,506	510,881	511,360	11,930	523,290
Western Texas 1972	316,250	51,004	367,254	453,120	52,834	505,954
Wharton	946,875	129,445	1,076,320	969,600	133,935	1,103,535
Total	43,501,000	6,537,428	50,038,428	48,449,040	7,271,620	55,720,660

SUMMARY	*1972*	*1973*
Contingency (GR)	4,523,636	8,368,955
Voc-Technical (Federal)	9,124,825	10,967,887
Voc-Technical (State GR)	6,537,428	7,271,620
Academic Appropriation	43,501,000	48,449,040
Instructional Total (GR)	54,562,064	64,089,615
Biennium Appropriation		118,651,679
$/FTSE Appropriation	$625	$625
TOTAL # of CC's	43	44

Sources:
Senate Bill 11, 62nd Texas Legislature, Regular Session, 1972
Senate Bill 1, 62nd Texas Legislature, Third Called Session, 1972

	1974			1975		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	7,609,223	2,103,981	9,713,204	7,875,170	2,279,940	10,155,110
Alvin	532,224	301,455	833,679	551,028	326,661	877,689
Amarillo	1,144,127	1,178,632	2,322,759	1,184,057	1,277,182	2,461,239
Angelina	469,227	140,696	609,923	485,554	152,461	638,015
Austin 1974	582,322	665,476	1,247,798	1,105,728	1,368,115	2,473,843
Blinn	1,167,269	29,066	1,196,335	1,208,130	31,497	1,239,627
Brazosport	539,606	308,422	848,028	558,301	334,210	892,511
Central Texas	1,222,101	940,548	2,162,649	1,264,974	1,019,191	2,284,165
Cisco	543,999	95,445	639,444	563,201	103,425	666,626
Clarendon	253,605	93,646	347,251	262,538	129,943	392,481
Coastal Bend	517,134	273,462	790,596	535,327	296,327	831,654
College of the Mainland	575,987	264,147	840,134	596,039	286,234	882,273
Dallas	7,237,554	1,890,127	9,127,681	7,492,113	2,048,168	9,540,281
Del Mar	2,109,267	1,592,948	3,702,215	2,182,973	1,726,141	3,909,114
El Paso	783,833	338,784	1,122,617	811,385	367,112	1,178,497
Frank Phillips	254,897	108,219	363,116	263,815	169,953	433,768
Galveston	584,018	316,176	900,194	604,428	342,613	947,041
Grayson	962,958	464,903	1,427,861	996,693	503,775	1,500,468
Hill	290,100	41,854	331,954	300,298	45,353	345,651
Houston	1,136,318	1,181,731	2,318,049	1,176,034	1,280,540	2,456,574
Howard	488,463	93,560	582,023	505,541	101,383	606,924
Kilgore	1,436,076	362,845	1,798,921	1,485,844	393,183	1,879,027
Laredo	1,068,052	218,730	1,286,782	1,105,315	237,019	1,342,334
Lee	1,112,831	778,205	1,891,036	1,151,786	843,273	1,995,059
McLennan	1,025,320	300,052	1,325,372	1,060,922	325,140	1,386,062
Midland 1974	451,965	219,020	670,985	556,918	349,573	906,491
Navarro	569,458	123,515	692,973	589,307	133,842	723,149
North Central Texas	783,757	392,583	1,176,340	811,295	425,409	1,236,704
N. Harris Montgomery 1974	296,191	152,128	448,319	467,654	229,490	697,144
Odessa	1,212,401	494,854	1,707,255	1,254,681	536,231	1,790,912
Panola	286,911	144,056	430,967	296,927	156,101	453,028
Paris	472,929	338,260	811,189	489,454	366,543	855,997
Ranger	283,410	66,706	350,116	293,352	103,016	396,368
San Jacinto	2,689,905	625,111	3,315,016	3,314,892	819,660	4,134,552
South Plains	770,870	285,150	1,056,020	797,683	308,992	1,106,675
Southwest Texas	627,938	116,523	744,461	649,962	126,266	776,228
Tarrant	4,830,879	1,292,414	6,123,293	4,999,492	1,400,479	6,399,971
Temple	558,605	109,230	667,835	578,216	118,363	696,579
Texarkana	878,525	265,497	1,144,022	909,462	287,697	1,197,159
Texas Southmost	788,078	306,921	1,094,999	815,640	332,585	1,148,225
Trinity Valley	669,977	183,111	853,088	706,408	225,278	931,686
Tyler	2,125,354	377,689	2,503,043	2,199,338	409,269	2,608,607
Vernon	328,981	141,180	470,161	340,535	152,985	493,520
Victoria	777,077	46,888	823,965	804,280	50,808	855,088
Weatherford	540,837	16,731	557,568	559,870	18,129	577,999
Western Texas	336,505	109,651	446,156	348,366	118,819	467,185
Wharton	999,817	284,735	1,284,552	1,034,874	308,543	1,343,417
Total	54,926,881	20,175,061	75,101,942	58,145,800	22,966,915	81,112,715

SUMMARY	*1974*	*1975*
Contingency (GR)	4,400,000	7,400,000
Voc-Technical (Federal)	15,085,584	15,372,349
Voc-Technical (State GR)	20,175,061	22,966,915
Academic Appropriation	54,926,881	58,145,800
Instructional Total (GR)	79,501,942	88,512,715
Biennium Appropriation		168,014,657
Base Year Contact Hours	75,834,299	
TOTAL # of CC's	47	47

Source:
House Bill 139, 63rd Texas Legislature,
Regular Session, 1973

	1976			1977		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	10,657,628	4,328,717	14,986,345	11,678,886	4,903,029	16,581,915
Alvin	695,032	667,715	1,362,747	761,903	763,252	1,525,155
Amarillo	1,323,947	1,795,710	3,119,657	1,450,999	2,040,606	3,491,605
Angelina	562,444	324,717	887,161	616,334	367,228	983,562
Austin	1,676,186	1,128,794	2,804,980	1,837,795	1,280,362	3,118,157
Blinn	1,261,759	102,277	1,364,036	1,382,540	116,880	1,499,420
Brazosport	784,016	709,498	1,493,514	859,244	800,265	1,659,509
Central Texas	1,123,014	1,234,867	2,357,881	1,230,745	1,404,266	2,635,011
Cisco	662,711	251,968	914,679	725,955	286,540	1,012,495
Clarendon	231,331	101,177	332,508	253,389	113,975	367,364
Coastal Bend	773,835	642,004	1,415,839	847,849	728,978	1,576,827
College of the Mainland	725,485	554,830	1,280,315	794,982	627,084	1,422,066
Dallas	11,722,819	3,685,171	15,407,990	13,861,487	4,589,676	18,451,163
Del Mar	2,922,117	2,818,967	5,741,084	3,201,589	3,183,952	6,385,541
El Paso	2,692,696	1,017,225	3,709,921	2,950,340	1,154,810	4,105,150
Frank Phillips	252,483	207,569	460,052	276,644	234,777	511,421
Galveston	725,376	626,710	1,352,086	794,953	708,437	1,503,390
Grayson	1,350,576	1,035,262	2,385,838	1,479,813	1,171,577	2,651,390
Hill	393,856	83,438	477,294	459,707	93,844	553,551
Houston	1,924,440	3,188,092	5,112,532	2,109,541	3,610,278	5,719,819
Howard	512,082	259,541	771,623	561,254	294,887	856,141
Kilgore	1,679,686	801,560	2,481,246	1,840,556	908,291	2,748,847
Laredo	1,281,910	662,865	1,944,775	1,404,666	751,682	2,156,348
Lee	1,325,726	1,360,903	2,686,629	1,452,871	1,540,751	2,993,622
McLennan	1,378,323	736,391	2,114,714	1,510,508	845,457	2,355,965
Midland	508,720	307,528	816,248	557,404	349,056	906,460
Navarro	624,442	326,585	951,027	684,628	373,989	1,058,617
North Central Texas	661,961	563,494	1,225,455	725,171	639,555	1,364,726
North Harris Montgomery	311,058	241,785	552,843	340,865	272,488	613,353
Odessa	1,403,990	749,929	2,153,919	1,538,347	848,581	2,386,928
Panola	366,042	202,652	568,694	401,214	229,537	630,751
Paris	679,127	678,448	1,357,575	744,217	766,720	1,510,937
Ranger	367,309	74,212	441,521	402,584	83,501	486,085
San Jacinto	3,272,856	1,510,043	4,782,899	3,586,213	1,723,811	5,310,024
South Plains	924,111	499,128	1,423,239	1,012,437	565,017	1,577,454
Southwest Texas	894,237	289,050	1,183,287	979,879	330,199	1,310,078
Tarrant	8,168,992	3,010,895	11,179,887	8,951,313	3,417,463	12,368,776
Temple	742,565	365,355	1,107,920	813,653	414,699	1,228,352
Texarkana	1,178,582	1,057,552	2,236,134	1,291,505	1,206,645	2,498,150
Texas Southmost	1,378,575	591,702	1,970,277	1,510,665	670,459	2,181,124
Trinity Valley	891,405	352,605	1,244,010	935,046	377,746	1,312,792
Tyler	2,820,048	984,608	3,804,656	3,089,894	1,116,902	4,206,796
Vernon	289,753	169,786	459,539	317,474	192,495	509,969
Victoria	1,049,982	86,295	1,136,277	1,150,454	98,785	1,249,239
Weatherford	728,158	126,645	854,803	798,055	142,489	940,544
Western Texas	517,512	256,720	774,232	567,061	291,409	858,470
Wharton	1,100,324	454,001	1,554,325	1,205,479	514,397	1,719,876
Total	77,519,227	41,224,986	118,744,213	85,948,108	47,146,828	133,094,936

SUMMARY	*1976*	*1977*
Contingency (GR)	7,947,129	20,367,195
Voc-Technical (Federal)	17,225,836	16,177,553
Voc-Technical (State GR)	41,224,986	47,146,828
Academic Appropriation	77,519,227	85,948,108
Instructional Total (GR)	126,691,342	153,462,131
Biennium Appropriation		280,153,474
Base Year Contact Hours	109,741,542	
TOTAL # of CC's	47	47

Source:
Senate Bill 52, 64th Texas Legislature,
Regular Session, 1975

	1978			1979		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	14,569,787	9,318,446	23,888,233	15,306,032	9,817,614	25,123,646
Alvin	1,081,812	1,314,218	2,396,030	1,137,262	1,385,589	2,522,851
Amarillo	1,779,405	2,927,033	4,706,438	1,869,662	3,084,049	4,953,711
Angelina	963,949	747,375	1,711,324	1,013,129	787,585	1,800,714
Austin	2,992,197	2,510,871	5,503,068	3,144,955	2,645,032	5,789,987
Blinn	1,902,451	199,627	2,102,078	1,999,458	210,511	2,209,969
Brazosport	1,133,965	1,514,976	2,648,941	1,191,286	1,596,646	2,787,932
Central Texas	1,688,535	2,865,936	4,554,471	1,774,634	3,018,692	4,793,326
Cisco	942,796	575,686	1,518,482	991,060	607,046	1,598,106
Clarendon	292,750	205,288	498,038	307,771	216,246	524,017
Coastal Bend	1,068,863	1,473,508	2,542,371	1,123,549	1,553,165	2,676,714
College of the Mainland	1,074,551	980,747	2,055,298	1,106,231	1,033,450	2,139,681
Dallas	17,379,881	7,832,932	25,212,813	18,262,325	8,254,436	26,516,761
Del Mar	3,942,752	4,810,837	8,753,589	4,143,358	5,069,218	9,212,576
El Paso	4,160,911	2,139,984	6,300,895	4,371,223	2,255,138	6,626,361
Frank Phillips	325,130	367,063	692,193	341,679	386,994	728,673
Galveston	984,751	922,295	1,907,046	1,034,755	972,349	2,007,104
Grayson	1,677,113	1,548,413	3,225,526	1,762,503	1,632,161	3,394,664
Hill	508,621	205,626	714,247	534,599	216,628	751,227
Houston	2,565,581	8,479,769	11,045,350	2,695,479	8,927,427	11,622,906
Howard	617,373	564,576	1,181,949	648,914	595,208	1,244,122
Kilgore	2,332,624	1,426,080	3,758,704	2,452,111	1,502,638	3,954,749
Laredo	1,896,906	1,380,624	3,277,530	1,992,889	1,454,786	3,447,675
Lee	1,762,257	2,541,339	4,303,596	1,852,302	2,677,399	4,529,701
McLennan	1,956,452	1,701,961	3,658,413	2,056,277	1,793,865	3,850,142
Midland	1,129,060	609,061	1,738,121	1,186,464	642,325	1,828,789
Navarro	1,099,275	834,779	1,934,054	1,155,397	879,802	2,035,199
North Central Texas	898,955	646,830	1,545,785	944,626	681,645	1,626,271
North Harris Montgomery	1,160,078	910,471	2,070,549	1,219,298	959,129	2,178,427
Odessa	1,790,389	1,508,505	3,298,894	1,881,521	1,589,429	3,470,950
Panola	562,308	363,997	926,305	591,062	383,548	974,610
Paris	1,139,872	1,153,341	2,293,213	1,198,102	1,215,719	2,413,821
Ranger	496,151	252,980	749,131	521,630	266,572	788,202
San Jacinto	5,523,901	4,162,141	9,686,042	5,805,452	4,382,882	10,188,334
South Plains	1,275,209	1,429,114	2,704,323	1,340,164	1,506,186	2,846,350
Southwest Texas	1,398,596	561,063	1,959,659	1,470,178	591,049	2,061,227
Tarrant	9,859,043	4,933,872	14,792,915	10,359,960	5,192,728	15,552,688
Temple	1,096,089	811,456	1,907,545	1,151,928	855,336	2,007,264
Texarkana	1,655,468	1,669,439	3,324,907	1,740,193	1,759,458	3,499,651
Texas Southmost	2,211,703	1,259,164	3,470,867	2,324,377	1,326,498	3,650,875
Trinity Valley	1,533,782	633,776	2,167,558	1,612,130	668,183	2,280,313
Tyler	3,912,997	2,012,568	5,925,565	4,112,653	2,119,816	6,232,469
Vernon	496,382	547,624	1,044,006	521,656	577,696	1,099,352
Victoria	1,294,203	329,731	1,623,934	1,359,976	347,762	1,707,738
Weatherford	1,002,693	338,480	1,341,173	1,053,745	356,661	1,410,406
Western Texas	676,447	410,655	1,087,102	711,015	432,946	1,143,961
Wharton	1,583,172	904,639	2,487,811	1,664,020	953,140	2,617,160
Total	111,397,186	84,838,895	196,236,081	117,038,990	89,382,380	206,421,370

SUMMARY	*1978*	*1979*
Contingency (GR)	3,643,870	7,961,294
Voc-Technical (Federal)	4,000,000	4,000,000
Voc-Technical (State GR)	84,838,895	89,382,380
Academic Appropriation	111,397,186	117,038,990
Instructional Total (GR)	199,879,951	214,382,664
Biennium Appropriation		414,262,615
Base Year Contact Hours	107,970,124	
TOTAL # of CC's	47	47

Source:
House Bill 510, 65th Texas Legislature,
Regular Session, 1977

	1980			1981		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	14,307,882	12,024,947	26,332,829	15,036,456	12,640,889	27,677,345
Alvin	1,462,416	1,689,875	3,152,291	1,537,066	1,776,803	3,313,869
Amarillo	1,972,810	3,595,798	5,568,608	2,073,468	3,781,572	5,855,040
Angelina	1,090,942	929,187	2,020,129	1,146,529	976,657	2,123,186
Austin	4,131,111	4,000,049	8,131,160	4,342,639	4,205,182	8,547,821
Blinn	2,429,539	251,107	2,680,646	2,553,021	263,840	2,816,861
Brazosport	1,205,281	2,164,265	3,369,546	1,266,748	2,278,091	3,544,839
Central Texas	1,795,116	3,668,261	5,463,377	1,886,615	3,854,897	5,741,512
Cisco	939,376	961,985	1,901,361	987,345	1,011,694	1,999,039
Clarendon	367,542	305,947	673,489	386,240	322,016	708,256
Coastal Bend	1,074,768	1,892,530	2,967,298	1,129,623	1,988,874	3,118,497
College of the Mainland	1,118,442	1,467,007	2,585,449	1,175,406	1,542,943	2,718,349
Dallas	19,605,753	11,442,272	31,048,025	20,604,969	12,033,595	32,638,564
Del Mar	4,130,646	5,471,079	9,601,725	4,340,750	5,750,464	10,091,214
El Paso	5,322,087	3,717,728	9,039,815	5,592,601	3,907,762	9,500,363
Frank Phillips	372,093	640,120	1,012,213	391,152	673,325	1,064,477
Galveston	1,164,995	1,002,679	2,167,674	1,224,400	1,054,267	2,278,667
Grayson	1,650,924	1,906,342	3,557,266	1,734,968	2,005,054	3,740,022
Hill	673,819	339,713	1,013,532	708,273	357,304	1,065,577
Houston	2,776,912	11,957,556	14,734,468	2,918,735	12,564,533	15,483,268
Howard	514,117	632,638	1,146,755	540,381	665,279	1,205,660
Kilgore	2,416,469	1,770,832	4,187,301	2,539,658	1,862,464	4,402,122
Laredo	1,998,078	1,876,483	3,874,561	2,099,847	1,973,259	4,073,106
Lee	2,122,560	2,996,635	5,119,195	2,230,719	3,176,638	5,407,357
McLennan	2,059,723	2,114,354	4,174,077	2,164,938	2,227,011	4,391,949
Midland	1,389,037	840,851	2,229,888	1,459,747	883,984	2,343,731
Navarro	1,041,084	1,146,439	2,187,523	1,094,307	1,205,014	2,299,321
North Central Texas	846,894	681,005	1,527,899	890,051	716,155	1,606,206
North Harris Montgomery	2,119,851	1,881,293	4,001,144	2,227,961	1,977,850	4,205,811
Odessa	1,809,000	2,067,079	3,876,079	1,901,167	2,173,172	4,074,339
Panola	592,371	467,086	1,059,457	622,579	491,008	1,113,587
Paris	1,257,939	1,479,673	2,737,612	1,322,098	1,555,144	2,877,242
Ranger	604,193	328,396	932,589	635,088	345,043	980,131
San Jacinto	6,270,278	4,414,486	10,684,764	6,589,004	4,644,585	11,233,589
South Plains	1,222,474	2,081,235	3,303,709	1,284,875	2,189,085	3,473,960
Southwest Texas	1,437,188	551,689	1,988,877	1,510,379	579,895	2,090,274
Tarrant	9,643,158	5,769,275	15,412,433	10,134,630	6,068,881	16,203,511
Temple	1,198,443	1,247,677	2,446,120	1,259,556	1,312,012	2,571,568
Texarkana	1,778,818	2,267,496	4,046,314	1,869,627	2,383,492	4,253,119
Texas Southmost	2,417,635	1,849,012	4,266,647	2,540,977	1,943,457	4,484,434
Trinity Valley	1,584,696	947,115	2,531,811	1,665,577	983,584	2,649,161
Tyler	4,066,341	2,882,394	6,948,735	4,273,567	3,031,575	7,305,142
Vernon	532,190	987,419	1,519,609	559,200	1,038,821	1,598,021
Victoria	1,416,475	498,189	1,914,664	1,488,666	523,908	2,012,574
Weatherford	1,102,780	430,604	1,533,384	1,159,020	452,708	1,611,728
Western Texas	806,472	570,578	1,377,050	847,722	600,656	1,448,378
Wharton	1,590,120	1,027,404	2,617,524	1,671,054	1,079,698	2,750,752
Total	121,430,838	113,235,784	234,666,622	127,619,399	119,074,140	246,693,539

SUMMARY	*1980*	*1981*
Contingency (GR)	$6M vetoed	$6.1M vetoed
Voc-Technical (Federal)		
Voc-Technical (State GR)	113,235,784	119,074,140
Academic Appropriation	121,430,838	127,619,399
Instructional Total (GR)	234,666,622	246,693,539
Biennium Appropriation		481,360,161
Base Year Contact Hours	111,080,043	
TOTAL # of CC's	47	47

Source:
House Bill 558, 66th Texas Legislature,
Regular Session, 1979

	1982			1983		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	17,051,478	15,255,232	32,306,710	18,540,447	16,578,483	35,118,930
Alvin	2,123,352	2,458,743	4,582,095	2,308,674	2,671,778	4,980,452
Amarillo	2,981,639	4,824,160	7,805,799	3,241,888	5,243,560	8,485,448
Angelina	1,382,734	1,260,810	2,643,544	1,503,392	1,370,745	2,874,137
Austin	6,857,328	6,263,510	13,120,838	7,455,817	6,806,316	14,262,133
Blinn	3,024,073	435,738	3,459,811	3,288,223	473,403	3,761,626
Brazosport	1,566,495	2,921,973	4,488,468	1,703,318	3,174,618	4,877,936
Central Texas	2,666,312	5,593,844	8,260,156	2,899,367	6,080,236	8,979,603
Cisco	1,028,342	1,104,822	2,133,164	1,118,046	1,200,724	2,318,770
Clarendon	675,944	496,336	1,172,280	721,014	525,654	1,246,668
Coastal Bend	1,341,382	2,884,597	4,225,979	1,458,411	3,134,252	4,592,663
College of the Mainland	1,650,456	1,902,491	3,552,947	1,794,626	2,068,322	3,862,948
Dallas	26,892,274	19,348,270	46,240,544	29,239,490	21,031,395	50,270,885
Del Mar	5,479,465	7,122,772	12,602,237	5,958,698	7,741,665	13,700,363
El Paso	7,412,373	5,074,090	12,486,463	8,059,420	5,514,520	13,573,940
Frank Phillips	591,866	888,470	1,480,336	643,630	965,712	1,609,342
Galveston	1,290,139	1,307,836	2,597,975	1,402,850	1,421,466	2,824,316
Grayson	2,145,044	2,128,519	4,273,563	2,332,620	2,313,101	4,645,721
Hill	815,943	430,943	1,246,886	887,849	468,207	1,356,056
Houston	4,501,019	17,899,988	22,401,007	4,893,551	19,457,040	24,350,591
Howard	757,379	951,882	1,709,261	823,525	1,034,313	1,857,838
Kilgore	3,181,255	2,898,823	6,080,078	3,458,893	3,150,862	6,609,755
Laredo	2,673,531	2,906,514	5,580,045	2,906,861	3,142,082	6,048,943
Lee	2,688,013	3,421,236	6,109,249	2,922,986	3,717,968	6,640,954
McLennan	3,043,485	2,890,357	5,933,842	3,309,191	3,142,082	6,451,273
Midland	1,912,573	1,237,197	3,149,770	2,079,617	1,344,833	3,424,450
Navarro	1,572,237	1,680,620	3,252,857	1,709,378	1,826,721	3,536,099
North Central Texas	996,507	945,755	1,942,262	1,083,525	1,027,835	2,111,360
North Harris Montgomery	3,709,363	2,977,478	6,686,841	4,033,446	3,236,317	7,269,763
Odessa	2,347,546	2,661,014	5,008,560	2,552,568	2,892,519	5,445,087
Panola	669,572	693,780	1,363,352	728,037	753,920	1,481,957
Paris	1,751,043	1,918,400	3,669,443	1,903,985	2,084,674	3,988,659
Ranger	789,242	511,185	1,300,427	858,023	555,439	1,413,462
San Jacinto	8,893,320	6,336,623	15,229,943	9,670,808	6,887,631	16,558,439
South Plains	1,652,547	2,919,673	4,572,220	1,796,796	3,172,828	4,969,624
Southwest Texas	1,960,338	878,296	2,838,634	2,131,564	954,416	3,085,980
Tarrant	13,558,359	7,731,906	21,290,265	14,741,841	8,402,695	23,144,536
Temple	1,549,493	1,639,501	3,188,994	1,684,853	1,781,515	3,466,368
Texarkana	2,240,308	3,109,453	5,349,761	2,436,069	3,378,933	5,815,002
Texas Southmost	3,504,887	2,235,285	5,740,172	3,801,839	2,429,087	6,230,926
Trinity Valley	2,329,661	1,513,390	3,843,051	2,532,849	1,664,134	4,196,983
Tyler	5,260,083	3,747,464	9,007,547	5,720,275	4,073,177	9,793,452
Vernon	701,089	1,630,369	2,331,458	762,384	1,771,777	2,534,161
Victoria	1,807,755	722,684	2,530,439	1,965,800	785,603	2,751,403
Weatherford	1,417,043	648,142	2,065,185	1,540,661	704,310	2,244,971
Western Texas	1,094,168	667,325	1,761,493	1,189,501	725,302	1,914,803
Wharton	1,973,455	1,362,501	3,335,956	2,145,859	1,480,650	3,626,509
Total	165,511,910	160,439,997	325,951,907	179,942,465	174,362,820	354,305,285

SUMMARY	*1982*	*1983*
New Programs/Campuses	-	171,000
Voc-Technical	160,439,997	174,362,820
Academic Appropriation	165,511,910	179,942,465
Instructional Total	325,951,907	354,476,285
Biennium Appropriation		680,428,192
Base Year Contact Hours	121,244,390	
TOTAL # of CC's	47	47

Source:
House Bill 656, 67th Texas Legislature,
Regular Session, 1981

	1984			1985		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	18,851,024	18,840,263	37,691,287	19,597,934	19,592,349	39,190,283
Alvin	3,081,676	3,467,408	6,549,084	3,203,696	3,606,091	6,809,787
Amarillo	3,490,430	5,564,827	9,055,257	3,628,753	5,787,089	9,415,842
Angelina	1,693,557	1,461,644	3,155,201	1,760,759	1,520,208	3,280,967
Austin	9,025,005	8,068,811	17,093,816	9,381,668	8,390,844	17,772,512
Blinn	3,923,735	608,681	4,532,416	4,078,950	632,989	4,711,939
Brazosport	1,907,066	3,017,649	4,924,715	1,982,498	3,137,311	5,119,809
Central Texas	3,241,361	7,784,693	11,026,054	3,369,728	8,096,815	11,466,543
Cisco	1,316,772	1,232,293	2,549,065	1,369,160	1,281,607	2,650,767
Clarendon	867,409	632,367	1,499,776	901,897	657,884	1,559,781
Coastal Bend	1,475,069	3,349,287	4,824,356	1,533,717	3,482,672	5,016,389
College of the Mainland	1,995,950	2,440,032	4,435,982	2,074,860	2,537,828	4,612,688
Dallas	34,282,421	26,456,796	60,739,217	35,639,804	27,515,992	63,155,796
Del Mar	6,430,053	7,588,954	14,019,007	6,684,475	7,892,637	14,577,112
El Paso	9,022,511	6,538,972	15,561,483	9,380,313	6,800,916	16,181,229
Frank Phillips	565,072	1,058,005	1,623,077	587,572	1,100,334	1,687,906
Galveston	1,688,993	1,358,311	3,047,304	1,755,936	1,412,651	3,168,587
Grayson	2,819,103	2,708,064	5,527,167	2,930,562	2,816,479	5,747,041
Hill	936,950	827,967	1,764,917	974,296	860,947	1,835,243
Houston	7,971,664	21,532,666	29,504,330	8,286,603	22,390,689	30,677,292
Howard	881,859	978,712	1,860,571	917,026	1,017,756	1,934,782
Kilgore	3,595,440	3,709,577	7,305,017	3,738,348	3,857,977	7,596,325
Laredo	3,291,408	3,822,750	7,114,158	3,421,947	3,975,050	7,396,997
Lee	3,401,107	4,212,348	7,613,455	3,535,606	4,381,147	7,916,753
McLennan	3,701,614	3,847,350	7,548,964	3,848,627	4,002,066	7,850,693
Midland	2,713,116	1,735,742	4,448,858	2,820,565	1,804,750	4,625,315
Navarro	2,116,722	1,976,971	4,093,693	2,200,747	2,055,642	4,256,389
North Central Texas	1,179,290	1,275,421	2,454,711	1,226,166	1,326,540	2,552,706
North Harris Montgomery	6,475,659	5,014,544	11,490,203	6,731,905	5,215,265	11,947,170
Odessa	2,758,109	3,354,985	6,113,094	2,867,253	3,489,589	6,356,842
Panola	903,950	1,094,012	1,997,962	939,932	1,137,740	2,077,672
Paris	2,023,165	2,441,324	4,464,489	2,103,496	2,538,752	4,642,248
Ranger	880,851	462,695	1,343,546	916,140	481,110	1,397,250
San Jacinto	11,426,698	8,682,817	20,109,515	11,879,803	9,030,139	20,909,942
South Plains	2,059,677	4,069,448	6,129,125	2,141,392	4,232,338	6,373,730
Southwest Texas	1,996,539	1,353,624	3,350,163	2,075,935	1,407,657	3,483,592
Tarrant	18,448,915	10,388,053	28,836,968	19,180,974	10,802,082	29,983,056
Temple	1,651,169	2,101,735	3,752,904	1,716,588	2,185,633	3,902,221
Texarkana	2,735,012	3,612,826	6,347,838	2,843,298	3,757,168	6,600,466
Texas Southmost	3,704,322	2,894,671	6,598,993	3,851,609	3,010,383	6,861,992
Trinity Valley	2,693,612	2,793,342	5,486,954	2,800,641	2,904,988	5,705,629
Tyler	6,168,694	4,505,983	10,674,677	6,412,628	4,685,681	11,098,309
Vernon	944,872	2,054,469	2,999,341	982,219	2,136,615	3,118,834
Victoria	2,310,501	974,404	3,284,905	2,402,180	1,013,484	3,415,664
Weatherford	1,601,641	901,414	2,503,055	1,665,173	937,375	2,602,548
Western Texas	1,436,536	768,592	2,205,128	1,493,937	799,445	2,293,382
Wharton	2,521,358	1,866,641	4,387,999	2,621,347	1,941,080	4,562,427
Total	208,207,657	205,432,140	413,639,797	216,458,663	213,641,784	430,100,447

SUMMARY	*1984*	*1985*
New Programs/Campuses	185,000	200,000
Voc-Technical	205,432,140	213,641,784
Academic Appropriation	208,207,657	216,458,663
Instructional Total	413,824,797	430,300,447
Biennium Appropriation		844,125,244
Base Year Contact Hours	135,838,094	
TOTAL # of CC's	47	47

Source:
Senate Bill 179, 68th Texas Legislature,
Regular Session, 1983

	1986			1987		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	19,080,048	17,227,531	36,307,579	17,362,844	15,677,053	33,039,897
Alvin	3,120,505	3,802,222	6,922,727	2,839,660	3,460,022	6,299,682
Amarillo	3,386,085	5,917,719	9,303,804	3,081,337	5,385,124	8,466,461
Angelina	1,757,769	1,434,671	3,192,440	1,599,570	1,305,551	2,905,121
Austin	9,750,521	9,310,366	19,060,887	8,872,974	8,472,433	17,345,407
Blinn	3,912,037	1,148,507	5,060,544	3,695,116	909,979	4,605,095
Brazosport	1,863,357	2,940,672	4,804,029	1,695,655	2,676,012	4,371,667
Central Texas	3,761,288	7,570,975	11,332,263	3,422,772	6,889,586	10,312,358
Cisco	1,338,145	1,564,308	2,902,453	1,217,712	1,423,520	2,641,232
Clarendon	802,109	550,562	1,352,671	729,919	501,011	1,230,930
Coastal Bend	1,551,255	3,499,933	5,051,188	1,411,642	3,184,939	4,596,581
College of the Mainland	1,916,774	2,352,231	4,269,005	1,744,264	2,140,530	3,884,794
Collin 1986	788,278	195,233	983,511	2,756,925	682,810	3,439,735
Dallas	30,881,318	24,983,773	55,865,091	28,101,999	22,735,233	50,837,232
Del Mar	6,702,083	7,964,090	14,666,173	6,098,896	7,247,322	13,346,218
El Paso	11,215,110	7,229,889	18,444,999	10,205,750	6,579,199	16,784,949
Frank Phillips	743,508	1,212,106	1,955,614	676,592	1,103,016	1,779,608
Galveston	1,644,406	1,262,141	2,906,547	1,496,409	1,148,548	2,644,957
Grayson	2,583,912	2,785,109	5,369,021	2,351,360	2,534,449	4,885,809
Hill	1,049,905	924,587	1,974,492	955,414	841,374	1,796,788
Houston	8,185,451	22,329,283	30,514,734	7,448,760	20,319,648	27,768,408
Howard	535,594	1,634,708	2,170,302	790,563	1,184,411	1,974,974
Kilgore	3,527,744	3,491,111	7,018,855	3,210,247	3,176,911	6,387,158
Laredo	3,509,087	4,546,913	8,056,000	3,193,269	4,137,691	7,330,960
Lee	3,245,140	3,738,521	6,983,661	2,953,076	3,402,053	6,355,129
McLennan	3,755,897	4,325,744	8,081,641	3,417,865	3,936,426	7,354,291
Midland	2,490,250	2,337,438	4,827,688	2,266,128	2,127,069	4,393,197
Navarro	2,531,441	2,650,515	5,181,956	2,303,611	2,411,968	4,715,579
North Central Texas	1,052,467	1,236,917	2,289,384	957,745	1,125,594	2,083,339
North Harris Montgomery	7,490,705	5,127,127	12,617,832	6,816,542	4,665,686	11,482,228
Northeast Texas 1986	1,372,872	759,351	2,132,223	1,313,897	726,732	2,040,629
Odessa	2,997,183	3,754,756	6,751,939	2,727,437	3,416,828	6,144,265
Panola	1,020,994	1,427,169	2,448,163	929,105	1,298,724	2,227,829
Paris	2,104,677	2,419,551	4,524,228	1,915,256	2,201,791	4,117,047
Ranger	903,812	667,868	1,571,680	822,469	607,760	1,430,229
San Jacinto	11,299,496	9,054,817	20,354,313	10,282,541	8,239,883	18,522,424
South Plains	2,253,310	3,917,280	6,170,590	2,050,512	3,564,725	5,615,237
Southwest Texas	2,013,442	1,463,326	3,476,768	1,832,232	1,331,627	3,163,859
Tarrant	17,586,250	9,697,827	27,284,077	16,003,487	8,825,023	24,828,510
Temple	1,590,261	1,954,983	3,545,244	1,447,138	1,779,035	3,226,173
Texarkana	2,584,280	3,676,797	6,261,077	2,351,695	3,345,885	5,697,580
Texas Southmost	4,149,030	3,789,561	7,938,591	3,775,617	3,448,501	7,224,118
Trinity Valley	2,856,566	4,040,780	6,897,346	2,599,475	3,677,110	6,276,585
Tyler	5,491,927	4,781,589	10,273,516	4,997,654	4,351,246	9,348,900
Vernon	913,836	2,245,689	3,159,525	831,591	2,043,577	2,875,168
Victoria	2,459,407	1,117,919	3,577,326	2,238,060	1,017,306	3,255,366
Weatherford	1,472,968	933,274	2,406,242	1,340,401	849,279	2,189,680
Western Texas	1,452,650	670,472	2,123,122	1,321,912	610,130	1,932,042
Wharton	2,546,172	2,021,359	4,567,531	2,317,017	1,839,437	4,156,454
Total	211,241,321	213,689,271	424,930,592	194,772,112	194,559,767	389,331,879

SUMMARY	*1986*	*1987*
New Programs/Campuses	1,993,946	1,922,258
Voc-Technical	213,689,271	194,559,767
Academic Appropriation	211,241,321	194,772,112
Instructional Total	426,924,538	391,254,137
Biennium Appropriation		818,178,675
Base Year Contact Hours	137,293,461	
TOTAL # of CC's	49	49

Sources:
House Bill 20, 69th Texas Legislature,
Regular Session, 1985
Senate Bill 1, 69th Texas Legislature,
Third Called Session, 1986

	1988			1989		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	19,488,123	14,811,633	34,299,756	19,488,123	14,811,633	34,299,756
Alvin	3,536,108	3,754,283	7,290,391	3,536,108	3,754,283	7,290,391
Amarillo	3,187,075	4,736,700	7,923,775	3,187,075	4,736,700	7,923,775
Angelina	1,862,080	1,228,461	3,090,541	1,862,080	1,228,461	3,090,541
Austin	10,729,269	7,381,626	18,110,895	10,729,269	7,381,626	18,110,895
Blinn	4,678,540	1,237,104	5,915,644	4,678,540	1,237,104	5,915,644
Brazosport	1,821,333	2,242,811	4,064,144	1,821,333	2,242,811	4,064,144
Central Texas	4,107,787	7,474,014	11,581,801	4,107,787	7,474,014	11,581,801
Cisco	1,343,319	1,374,034	2,717,353	1,343,319	1,374,034	2,717,353
Clarendon	932,748	567,252	1,500,000	932,748	567,252	1,500,000
Coastal Bend	1,435,196	3,689,494	5,124,690	1,435,196	3,689,494	5,124,690
College of the Mainland	2,294,521	2,382,760	4,677,281	2,294,521	2,382,760	4,677,281
Collin	2,983,640	762,757	3,746,397	2,983,640	762,757	3,746,397
Dallas	31,051,422	22,277,769	53,329,191	31,051,422	22,277,769	53,329,191
Del Mar	6,295,913	6,462,951	12,758,864	6,295,913	6,462,951	12,758,864
El Paso	11,575,500	6,991,915	18,567,415	11,575,500	6,991,915	18,567,415
Frank Phillips	708,868	1,054,754	1,763,622	708,868	1,054,754	1,763,622
Galveston	1,760,560	1,095,912	2,856,472	1,760,560	1,095,912	2,856,472
Grayson	2,059,354	2,210,138	4,269,492	2,059,354	2,210,138	4,269,492
Hill	1,316,795	1,176,867	2,493,662	1,316,795	1,176,867	2,493,662
Houston	10,182,457	22,051,803	32,234,260	10,182,457	22,051,803	32,234,260
Howard	891,037	1,499,704	2,390,741	891,037	1,499,704	2,390,741
Kilgore	3,627,608	3,197,250	6,824,858	3,627,608	3,197,250	6,824,858
Laredo	3,226,300	4,096,931	7,323,231	3,226,300	4,096,931	7,323,231
Lee	3,352,876	3,485,388	6,838,264	3,352,876	3,485,388	6,838,264
McLennan	3,983,758	3,758,796	7,742,554	3,983,758	3,758,796	7,742,554
Midland	2,645,783	2,137,690	4,783,473	2,645,783	2,137,690	4,783,473
Navarro	1,927,713	1,827,711	3,755,424	1,927,713	1,827,711	3,755,424
North Central Texas	1,358,360	1,179,840	2,538,200	1,358,360	1,179,840	2,538,200
North Harris Montgomery	8,193,518	4,850,860	13,044,378	8,193,518	4,850,860	13,044,378
Northeast Texas	933,758	992,995	1,926,753	933,758	992,995	1,926,753
Odessa	3,124,159	3,651,705	6,775,864	3,124,159	3,651,705	6,775,864
Panola	1,215,594	1,156,808	2,372,402	1,215,594	1,156,808	2,372,402
Paris	2,169,451	2,326,336	4,495,787	2,169,451	2,326,336	4,495,787
Ranger	1,034,388	598,640	1,633,028	1,034,388	598,640	1,633,028
San Jacinto	11,959,929	8,676,696	20,636,625	11,959,929	8,676,696	20,636,625
South Plains	2,486,765	3,576,246	6,063,011	2,486,765	3,576,246	6,063,011
Southwest Texas	2,009,201	1,418,173	3,427,374	2,009,201	1,418,173	3,427,374
Tarrant	15,892,062	9,218,200	25,110,262	15,892,062	9,218,200	25,110,262
Temple	1,548,353	1,282,042	2,830,395	1,548,353	1,282,042	2,830,395
Texarkana	2,638,430	3,573,453	6,211,883	2,638,430	3,573,453	6,211,883
Texas Southmost	4,166,911	2,788,427	6,955,338	4,166,911	2,788,427	6,955,338
Trinity Valley	2,745,955	3,707,347	6,453,302	2,745,955	3,707,347	6,453,302
Tyler	5,912,643	5,096,229	11,008,872	5,912,643	5,096,229	11,008,872
Vernon	1,027,074	1,876,100	2,903,174	1,027,074	1,876,100	2,903,174
Victoria	2,494,879	1,201,321	3,696,200	2,494,879	1,201,321	3,696,200
Weatherford	1,429,133	895,217	2,324,350	1,429,133	895,217	2,324,350
Western Texas	1,404,493	614,091	2,018,584	1,404,493	614,091	2,018,584
Wharton	2,366,462	1,918,710	4,285,172	2,366,462	1,918,710	4,285,172
Total	219,117,201	195,567,944	414,685,145	219,117,201	195,567,944	414,685,145

SUMMARY	*1988*	*1989*
New Programs/Campuses	-	-
Voc-Technical	195,567,944	195,567,944
Academic Appropriation	219,117,201	219,117,201
Instructional Total	414,685,145	414,685,145
Biennium Appropriation		829,370,290
Base Year Contact Hours	137,691,994	
TOTAL # of CC's	49	49

Source:
Senate Bill 1, 70th Texas Legislature,
Second Called Session, 1987

	1990			1991		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	24,474,547	14,643,019	39,117,566	24,474,547	14,643,019	39,117,566
Alvin	3,650,895	4,214,096	7,864,991	3,650,895	4,214,096	7,864,991
Amarillo	3,808,522	5,476,486	9,285,008	3,808,522	5,476,486	9,285,008
Angelina	2,199,639	1,875,392	4,075,031	2,199,639	1,875,392	4,075,031
Austin	13,955,331	8,556,657	22,511,988	13,955,331	8,556,657	22,511,988
Blinn	6,961,214	1,586,899	8,548,113	6,961,214	1,586,899	8,548,113
Brazosport	1,940,089	2,547,151	4,487,240	1,940,089	2,547,151	4,487,240
Central Texas	4,580,490	6,771,042	11,351,532	4,580,490	6,771,042	11,351,532
Cisco	1,664,418	1,308,419	2,972,837	1,664,418	1,308,419	2,972,837
Clarendon	1,076,527	686,240	1,762,767	1,076,527	686,240	1,762,767
Coastal Bend	1,780,686	3,593,696	5,374,382	1,780,686	3,593,696	5,374,382
College of the Mainland	2,722,031	2,382,988	5,105,019	2,722,031	2,382,988	5,105,019
Collin	5,615,269	1,374,670	6,989,939	5,615,269	1,374,670	6,989,939
Dallas	36,448,797	23,793,470	60,242,267	36,448,797	23,793,470	60,242,267
Del Mar	8,046,873	6,458,158	14,505,031	8,046,873	6,458,158	14,505,031
El Paso	13,015,879	7,814,160	20,830,039	13,015,879	7,814,160	20,830,039
Frank Phillips	848,438	1,145,933	1,994,371	848,438	1,145,933	1,994,371
Galveston	2,025,374	1,220,577	3,245,951	2,025,374	1,220,577	3,245,951
Grayson	2,366,412	2,747,309	5,113,721	2,366,412	2,747,309	5,113,721
Hill	1,530,523	1,255,192	2,785,715	1,530,523	1,255,192	2,785,715
Houston	14,673,790	23,565,131	38,238,921	14,673,790	23,565,131	38,238,921
Howard	1,143,373	1,927,985	3,071,358	1,143,373	1,927,985	3,071,358
Kilgore	4,180,724	3,606,550	7,787,274	4,180,724	3,606,550	7,787,274
Laredo	4,161,372	4,001,617	8,162,989	4,161,372	4,001,617	8,162,989
Lee	3,471,385	4,176,585	7,647,970	3,471,385	4,176,585	7,647,970
McLennan	4,802,651	4,480,759	9,283,410	4,802,651	4,480,759	9,283,410
Midland	2,729,488	2,408,705	5,138,193	2,729,488	2,408,705	5,138,193
Navarro	2,648,562	1,904,969	4,553,531	2,648,562	1,904,969	4,553,531
North Central Texas	2,004,079	1,602,140	3,606,219	2,004,079	1,602,140	3,606,219
North Harris Montgomery	10,179,573	5,609,093	15,788,666	10,179,573	5,609,093	15,788,666
Northeast Texas	1,346,078	894,207	2,240,285	1,346,078	894,207	2,240,285
Odessa	3,656,111	3,788,783	7,444,894	3,656,111	3,788,783	7,444,894
Panola	1,509,998	1,193,375	2,703,373	1,509,998	1,193,375	2,703,373
Paris	2,767,476	2,459,698	5,227,174	2,767,476	2,459,698	5,227,174
Ranger	1,068,776	674,322	1,743,098	1,068,776	674,322	1,743,098
San Jacinto	12,607,164	10,517,474	23,124,638	12,607,164	10,517,474	23,124,638
South Plains	3,506,835	4,017,771	7,524,606	3,506,835	4,017,771	7,524,606
Southwest Texas	2,211,947	1,482,300	3,694,247	2,211,947	1,482,300	3,694,247
Tarrant	19,311,332	9,282,569	28,593,901	19,311,332	9,282,569	28,593,901
Temple	1,967,618	1,534,960	3,502,578	1,967,618	1,534,960	3,502,578
Texarkana	3,301,500	3,782,063	7,083,563	3,301,500	3,782,063	7,083,563
Texas Southmost	5,249,552	2,522,323	7,771,875	5,249,552	2,522,323	7,771,875
Trinity Valley	3,446,220	4,324,585	7,770,805	3,446,220	4,324,585	7,770,805
Tyler	6,861,031	5,456,577	12,317,608	6,861,031	5,456,577	12,317,608
Vernon	1,182,336	1,836,922	3,019,258	1,182,336	1,836,922	3,019,258
Victoria	2,857,717	1,799,423	4,657,140	2,857,717	1,799,423	4,657,140
Weatherford	1,745,517	1,237,027	2,982,544	1,745,517	1,237,027	2,982,544
Western Texas	1,434,655	597,466	2,032,121	1,434,655	597,466	2,032,121
Wharton	2,761,138	2,287,201	5,048,339	2,761,138	2,287,201	5,048,339
Total	267,499,952	212,424,134	479,924,086	267,499,952	212,424,134	479,924,086

SUMMARY	*1990*	*1991*
New Programs/Campuses*	4,440,665	2,704,886
Voc-Technical	212,424,134	212,424,134
Academic Appropriation	267,499,952	267,499,952
Instructional Total	484,364,751	482,628,972
Biennium Appropriation		966,993,723
Base Year Contact Hours	152,624,914	
TOTAL # of CC's	49	49

**Includes "Remedial Education" appropriation for FY 1990*

Source:
Senate Bill 222, 71st Texas Legislature,
Regular Session, 1989

	1992			1993		
CC District	*Academic**	*Voc-Tech**	*Total*	*Academic**	*Voc-Tech**	*Total*
Alamo	25,332,970	13,125,231	38,458,201	25,332,970	13,125,231	38,458,201
Alvin	3,483,422	4,114,872	7,598,294	3,483,422	4,114,872	7,598,294
Amarillo	4,539,602	6,076,241	10,615,843	4,539,602	6,076,241	10,615,843
Angelina	2,410,911	2,179,100	4,590,011	2,410,911	2,179,100	4,590,011
Austin	17,123,255	9,335,829	26,459,084	17,123,255	9,335,829	26,459,084
Blinn	8,639,385	1,569,087	10,208,472	8,639,385	1,569,087	10,208,472
Brazosport	2,006,308	2,729,556	4,735,864	2,006,308	2,729,556	4,735,864
Central Texas	4,484,401	6,347,759	10,832,160	4,484,401	6,347,759	10,832,160
Cisco	1,924,918	1,296,932	3,221,850	1,924,918	1,296,932	3,221,850
Clarendon	966,131	660,188	1,626,319	966,131	660,188	1,626,319
Coastal Bend	1,695,009	2,925,365	4,620,374	1,695,009	2,925,365	4,620,374
College of the Mainland	2,882,670	2,576,944	5,459,614	2,882,670	2,576,944	5,459,614
Collin	7,851,659	2,746,229	10,597,888	7,851,659	2,746,229	10,597,888
Dallas	39,477,907	25,047,698	64,525,605	39,477,907	25,047,698	64,525,605
Del Mar	8,731,763	7,050,129	15,781,892	8,731,763	7,050,129	15,781,892
El Paso	15,345,681	8,212,322	23,558,003	15,345,681	8,212,322	23,558,003
Frank Phillips	863,740	1,081,266	1,945,006	863,740	1,081,266	1,945,006
Galveston	1,866,477	1,267,186	3,133,663	1,866,477	1,267,186	3,133,663
Grayson	2,388,139	2,580,778	4,968,917	2,388,139	2,580,778	4,968,917
Hill	1,741,527	1,416,864	3,158,391	1,741,527	1,416,864	3,158,391
Houston	20,744,550	27,069,641	47,814,191	20,744,550	27,069,641	47,814,191
Howard	1,917,081	3,261,069	5,178,150	1,917,081	3,261,069	5,178,150
Kilgore	4,484,140	4,288,959	8,773,099	4,484,140	4,288,959	8,773,099
Laredo	4,193,193	4,032,256	8,225,449	4,193,193	4,032,256	8,225,449
Lee	3,692,975	4,978,216	8,671,191	3,692,975	4,978,216	8,671,191
McLennan	4,915,527	4,433,422	9,348,949	4,915,527	4,433,422	9,348,949
Midland	3,146,707	2,516,932	5,663,639	3,146,707	2,516,932	5,663,639
Navarro	3,002,135	2,183,749	5,185,884	3,002,135	2,183,749	5,185,884
North Central Texas	2,179,406	1,670,943	3,850,349	2,179,406	1,670,943	3,850,349
North Harris Montgomery	12,702,867	6,764,074	19,466,941	12,702,867	6,764,074	19,466,941
Northeast Texas	1,501,068	1,038,219	2,539,287	1,501,068	1,038,219	2,539,287
Odessa	4,004,257	4,217,188	8,221,445	4,004,257	4,217,188	8,221,445
Panola	1,458,049	1,204,403	2,662,452	1,458,049	1,204,403	2,662,452
Paris	2,750,644	2,377,435	5,128,079	2,750,644	2,377,435	5,128,079
Ranger	1,033,212	733,552	1,766,764	1,033,212	733,552	1,766,764
San Jacinto	13,853,259	11,138,694	24,991,953	13,853,259	11,138,694	24,991,953
South Plains	4,286,767	4,395,526	8,682,293	4,286,767	4,395,526	8,682,293
Southwest Texas	2,601,472	1,484,574	4,086,046	2,601,472	1,484,574	4,086,046
Tarrant	21,218,315	10,091,202	31,309,517	21,218,315	10,091,202	31,309,517
Temple	1,956,410	1,562,463	3,518,873	1,956,410	1,562,463	3,518,873
Texarkana	3,439,334	3,992,330	7,431,664	3,439,334	3,992,330	7,431,664
Texas Southmost	6,122,519	2,972,472	9,094,991	6,122,519	2,972,472	9,094,991
Trinity Valley	3,516,308	4,522,642	8,038,950	3,516,308	4,522,642	8,038,950
Tyler	7,123,891	5,369,606	12,493,497	7,123,891	5,369,606	12,493,497
Vernon	1,205,898	1,901,131	3,107,029	1,205,898	1,901,131	3,107,029
Victoria	2,868,021	2,574,336	5,442,357	2,868,021	2,574,336	5,442,357
Weatherford	1,727,150	1,254,118	2,981,268	1,727,150	1,254,118	2,981,268
Western Texas	1,366,985	731,329	2,098,314	1,366,985	731,329	2,098,314
Wharton	3,000,882	2,453,038	5,453,920	3,000,882	2,453,038	5,453,920
Total	299,768,898	227,553,094	527,321,992	299,768,898	227,553,094	527,321,992

SUMMARY	*1992*	*1993*
New Programs/Campuses		
Voc-Technical*	227,553,094	227,553,094
Academic Appropriation*	299,768,898	299,768,898
Instructional Total	527,321,992	527,321,992
Biennium Appropriation		1,054,643,984
Base Year Contact Hours	166,575,227	
TOTAL # of CC's	49	49

Source: House Bill 1, 72nd Texas Legislature, First Called Session, 1991

*Estimate. Only the total appropriation was provided in HB 1. The estimate is based on the average proportion of Academic and Vocational-Technical appropriations in the FY 1991 and FY 1994 appropriation bills.

	1994			1995		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	29,319,448	13,064,252	42,383,700	28,638,866	12,760,996	41,399,862
Alvin	3,732,141	4,512,038	8,244,179	3,645,508	4,407,302	8,052,810
Amarillo	4,746,309	5,917,861	10,664,170	4,636,134	5,780,491	10,416,625
Angelina	2,686,522	2,573,753	5,260,275	2,624,161	2,514,010	5,138,171
Austin	19,319,883	9,327,082	28,646,965	18,871,418	9,110,576	27,981,994
Blinn	10,170,953	1,410,183	11,581,136	9,934,858	1,377,449	11,312,307
Brazosport	1,966,293	2,772,609	4,738,902	1,920,650	2,708,249	4,628,899
Central Texas	5,424,160	7,354,619	12,778,779	5,298,251	7,183,899	12,482,150
Cisco	2,331,877	1,340,143	3,672,020	2,277,748	1,309,035	3,586,783
Clarendon	1,154,833	845,167	2,000,000	1,154,833	845,167	2,000,000
Coastal Bend	2,253,125	3,346,342	5,599,467	2,200,824	3,268,665	5,469,489
College of the Mainland	3,204,428	2,925,037	6,129,465	3,130,045	2,857,139	5,987,184
Collin	8,319,329	3,943,754	12,263,083	8,126,216	3,852,209	11,978,425
Dallas	42,283,575	26,070,258	68,353,833	41,302,062	25,465,099	66,767,161
Del Mar	9,780,349	7,944,404	17,724,753	9,553,321	7,759,993	17,313,314
El Paso	17,387,018	8,259,867	25,646,885	16,983,419	8,068,134	25,051,553
Frank Phillips	925,491	1,074,509	2,000,000	925,491	1,074,509	2,000,000
Galveston	2,113,946	1,612,557	3,726,503	2,064,876	1,575,126	3,640,002
Grayson	2,649,711	2,665,935	5,315,646	2,588,205	2,604,051	5,192,256
Hill	2,024,220	1,633,730	3,657,950	1,977,232	1,595,807	3,573,039
Houston	24,813,330	26,456,469	51,269,799	24,237,347	25,842,345	50,079,692
Howard	2,080,528	3,570,309	5,650,837	2,032,234	3,487,433	5,519,667
Kilgore	4,611,517	4,889,291	9,500,808	4,504,472	4,775,798	9,280,270
Laredo	4,971,636	4,780,867	9,752,503	4,856,232	4,669,891	9,526,123
Lee	3,667,238	5,549,613	9,216,851	3,582,112	5,420,792	9,002,904
McLennan	5,454,218	4,755,259	10,209,477	5,327,612	4,644,876	9,972,488
Midland	3,374,493	2,443,792	5,818,285	3,296,162	2,387,065	5,683,227
Navarro	3,336,292	2,454,273	5,790,565	3,258,848	2,397,303	5,656,151
North Central Texas	2,779,489	2,043,270	4,822,759	2,714,970	1,995,840	4,710,810
North Harris Montgomery	15,567,525	8,007,795	23,575,320	15,206,162	7,821,913	23,028,075
Northeast Texas	1,853,913	1,334,660	3,188,573	1,810,879	1,303,679	3,114,558
Odessa	3,979,457	4,259,400	8,238,857	3,887,083	4,160,528	8,047,611
Panola	1,568,325	1,353,801	2,922,126	1,531,920	1,322,376	2,854,296
Paris	2,783,834	2,339,748	5,123,582	2,719,214	2,285,436	5,004,650
Ranger	1,112,925	887,075	2,000,000	1,112,925	887,075	2,000,000
San Jacinto	14,817,342	11,480,914	26,298,256	14,473,392	11,214,412	25,687,804
South Plains	5,174,105	4,748,912	9,923,017	5,054,001	4,638,677	9,692,678
Southwest Texas	2,858,328	1,378,806	4,237,134	2,791,979	1,346,800	4,138,779
Tarrant	23,124,173	10,880,697	34,004,870	22,587,400	10,628,127	33,215,527
Temple	1,983,271	1,621,433	3,604,704	1,937,234	1,583,795	3,521,029
Texarkana	3,485,326	4,099,545	7,584,871	3,404,422	4,004,384	7,408,806
Texas Southmost	6,330,900	3,105,604	9,436,504	6,183,943	3,033,514	9,217,457
Trinity Valley	3,725,471	4,911,604	8,637,075	3,638,993	4,797,593	8,436,586
Tyler	7,686,261	5,488,549	13,174,810	7,507,843	5,361,145	12,868,988
Vernon	1,249,190	1,998,491	3,247,681	1,220,193	1,952,100	3,172,293
Victoria	2,463,814	3,131,411	5,595,225	2,406,622	3,058,723	5,465,345
Weatherford	1,972,995	1,467,733	3,440,728	1,927,197	1,433,663	3,360,860
Western Texas	1,440,048	972,305	2,412,353	1,406,621	949,735	2,356,356
Wharton	3,190,445	2,573,582	5,764,027	3,116,386	2,513,842	5,630,228
Total	333,250,000	241,579,308	574,829,308	325,588,516	236,036,766	561,625,282

SUMMARY	*1994*	*1995*
New Programs/Campuses		
Voc-Technical	241,579,308	236,036,766
Academic Appropriation	333,250,000	325,588,516
Instructional Total	574,829,308	561,625,282
Biennium Appropriation		1,136,454,590
Base Year Contact Hours	179,449,167	
TOTAL # of CC's	49	49

Source:
Senate Bill 5, 73rd Texas Legislature,
Regular Session, 1993

	1996			1997		
CC District	*Academic**	*Voc-Tech**	*Total**	*Academic**	*Voc-Tech**	*Total**
Alamo	29,543,691	13,726,814	43,270,505	29,543,691	13,726,814	43,270,505
Alvin	3,388,101	3,986,675	7,374,776	3,388,101	3,986,675	7,374,776
Amarillo	4,533,843	6,325,020	10,858,862	4,533,843	6,325,020	10,858,862
Angelina	2,955,913	3,166,186	6,122,099	2,955,913	3,166,186	6,122,099
Austin	19,670,676	9,748,967	29,419,642	19,670,676	9,748,967	29,419,642
Blinn	10,658,043	1,279,941	11,937,984	10,658,043	1,279,941	11,937,984
Brazosport	1,834,292	2,240,455	4,074,747	1,834,292	2,240,455	4,074,747
Central Texas	6,320,203	7,447,560	13,767,764	6,320,203	7,447,560	13,767,764
Cisco	2,354,522	1,302,441	3,656,963	2,354,522	1,302,441	3,656,963
Clarendon	1,256,598	718,202	1,974,800	1,256,598	718,202	1,974,800
Coastal Bend	2,224,949	3,384,597	5,609,546	2,224,949	3,384,597	5,609,546
College of the Mainland	3,188,850	2,747,346	5,936,195	3,188,850	2,747,346	5,936,195
Collin	8,427,300	4,136,503	12,563,803	8,427,300	4,136,503	12,563,803
Dallas	38,160,643	23,697,006	61,857,649	38,160,643	23,697,006	61,857,649
Del Mar	8,648,483	7,631,753	16,280,235	8,648,483	7,631,753	16,280,235
El Paso	18,168,513	9,441,842	27,610,354	18,168,513	9,441,842	27,610,354
Frank Phillips	1,014,832	959,968	1,974,800	1,014,832	959,968	1,974,800
Galveston	2,082,977	1,527,854	3,610,831	2,082,977	1,527,854	3,610,831
Grayson	2,416,200	2,783,950	5,200,150	2,416,200	2,783,950	5,200,150
Hill	1,808,787	2,158,978	3,967,765	1,808,787	2,158,978	3,967,765
Houston	27,632,500	25,308,800	52,941,299	27,632,500	25,308,800	52,941,299
Howard	2,097,973	3,008,865	5,106,838	2,097,973	3,008,865	5,106,838
Kilgore	4,394,159	4,273,917	8,668,077	4,394,159	4,273,917	8,668,077
Laredo	5,601,451	4,747,584	10,349,035	5,601,451	4,747,584	10,349,035
Lee	3,853,269	5,339,073	9,192,342	3,853,269	5,339,073	9,192,342
McLennan	4,878,734	4,661,134	9,539,868	4,878,734	4,661,134	9,539,868
Midland	2,885,548	2,447,842	5,333,390	2,885,548	2,447,842	5,333,390
Navarro	3,250,867	2,405,843	5,656,710	3,250,867	2,405,843	5,656,710
North Central Texas	2,972,520	1,912,003	4,884,524	2,972,520	1,912,003	4,884,524
North Harris Montgomery	15,383,066	8,071,701	23,454,767	15,383,066	8,071,701	23,454,767
Northeast Texas	1,958,072	1,420,517	3,378,590	1,958,072	1,420,517	3,378,590
Odessa	3,508,196	3,475,904	6,984,099	3,508,196	3,475,904	6,984,099
Panola	1,572,594	1,258,939	2,831,533	1,572,594	1,258,939	2,831,533
Paris	2,809,972	2,229,678	5,039,649	2,809,972	2,229,678	5,039,649
Ranger	1,147,737	827,063	1,974,800	1,147,737	827,063	1,974,800
San Jacinto	14,028,153	10,788,127	24,816,280	14,028,153	10,788,127	24,816,280
South Texas 1996	5,162,873	4,501,627	9,664,499	5,162,873	4,501,627	9,664,499
South Plains	1,469,625	2,569,531	4,039,156	1,469,625	2,569,531	4,039,156
Southwest Texas	3,087,356	1,576,579	4,663,935	3,087,356	1,576,579	4,663,935
Tarrant	20,748,678	9,654,660	30,403,338	20,748,678	9,654,660	30,403,338
Temple	2,113,111	1,633,801	3,746,912	2,113,111	1,633,801	3,746,912
Texarkana	3,099,858	3,832,210	6,932,068	3,099,858	3,832,210	6,932,068
Texas Southmost	6,151,588	3,134,160	9,285,748	6,151,588	3,134,160	9,285,748
Trinity Valley	3,643,316	4,991,927	8,635,244	3,643,316	4,991,927	8,635,244
Tyler	6,836,143	5,000,075	11,836,219	6,836,143	5,000,075	11,836,219
Vernon	1,154,865	1,938,118	3,092,983	1,154,865	1,938,118	3,092,983
Victoria	2,478,217	2,963,225	5,441,442	2,478,217	2,963,225	5,441,442
Weatherford	1,981,059	1,769,535	3,750,594	1,981,059	1,769,535	3,750,594
Western Texas	1,301,413	1,253,499	2,554,912	1,301,413	1,253,499	2,554,912
Wharton	3,481,556	2,311,437	5,792,993	3,481,556	2,311,437	5,792,993
Total	329,341,886	237,719,429	567,061,315	329,341,886	237,719,429	567,061,315

SUMMARY	*1996*	*1997*
New Campuses/Enrollment*	6,124,302	5,828,140
Voc-Technical*	237,719,429	237,719,429
Academic Appropriation*	329,341,886	329,341,886
Instructional Total*	573,185,617	572,889,455
Biennium Appropriation*		1,146,075,072
Base Year Contact Hours	180,714,187	
TOTAL # of CC's	50	50

Source: House Bill 1, 74th Texas Legislature, Regular Session, 1995

*Appropriated amounts reflect a 1.26% reduction required by Article IX, Section 153 of HB 1.

	1998			1999		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	35,054,371	15,468,385	50,522,756	36,445,262	16,089,236	52,534,498
Alvin	3,661,029	4,261,393	7,922,422	3,806,410	4,432,920	8,239,330
Amarillo	5,806,650	8,474,819	14,281,469	6,037,888	8,828,780	14,866,668
Angelina	3,286,648	3,676,938	6,963,586	3,417,192	3,824,790	7,241,982
Austin	22,396,236	11,940,077	34,336,313	23,283,644	12,420,909	35,704,553
Blinn	12,925,242	1,832,531	14,757,773	13,439,395	1,906,061	15,345,456
Brazosport	2,195,780	2,812,308	5,008,088	2,282,788	2,925,492	5,208,280
Central Texas	7,277,499	9,705,746	16,983,245	7,566,249	10,094,950	17,661,199
Cisco	2,688,424	1,260,422	3,948,846	2,795,391	1,310,970	4,106,361
Clarendon	1,355,069	669,931	2,025,000	1,354,940	670,060	2,025,000
Coastal Bend	2,703,304	3,793,306	6,496,610	2,810,695	3,944,857	6,755,552
College of the Mainland	3,385,116	3,171,378	6,556,494	3,519,549	3,298,694	6,818,243
Collin	9,751,638	5,325,816	15,077,454	10,137,914	5,540,292	15,678,206
Dallas	39,482,717	30,504,217	69,986,934	41,047,442	31,731,298	72,778,740
Del Mar	8,944,142	9,930,932	18,875,074	9,299,127	10,330,180	19,629,307
El Paso	19,190,640	10,507,784	29,698,424	19,952,683	10,928,983	30,881,666
Frank Phillips	1,039,851	985,149	2,025,000	1,040,143	984,857	2,025,000
Galveston	2,259,967	1,984,691	4,244,658	2,349,756	2,064,578	4,414,334
Grayson	2,830,830	2,885,772	5,716,602	2,943,230	3,001,641	5,944,871
Hill	2,193,274	2,299,128	4,492,402	2,280,219	2,391,111	4,671,330
Houston	29,908,745	27,710,809	57,619,554	31,095,307	28,825,097	59,920,404
Howard	2,214,122	3,251,970	5,466,092	2,302,555	3,382,913	5,685,468
Kilgore	4,650,915	4,570,528	9,221,443	4,835,511	4,753,601	9,589,112
Laredo	6,421,710	5,674,611	12,096,321	6,676,034	5,902,405	12,578,439
Lee	4,621,882	6,346,270	10,968,152	4,805,407	6,601,585	11,406,992
McLennan	5,486,059	4,884,911	10,370,970	5,703,478	5,080,243	10,783,721
Midland	3,198,244	3,082,050	6,280,294	3,325,095	3,206,075	6,531,170
Navarro	3,709,349	3,068,281	6,777,630	3,856,757	3,191,376	7,048,133
North Central Texas	3,233,297	2,015,881	5,249,178	3,361,983	2,096,993	5,458,976
North Harris Montgomery	18,431,490	9,914,549	28,346,039	19,162,757	10,312,367	29,475,124
Northeast Texas	1,910,842	1,541,886	3,452,728	1,986,754	1,603,761	3,590,515
Odessa	4,083,961	4,047,205	8,131,166	4,246,553	4,210,148	8,456,701
Panola	1,717,834	1,605,780	3,323,614	1,786,020	1,670,045	3,456,065
Paris	3,182,743	2,740,858	5,923,601	3,309,307	2,850,832	6,160,139
Ranger	1,212,673	812,327	2,025,000	1,212,693	812,307	2,025,000
San Jacinto	15,112,056	13,274,381	28,386,437	15,711,924	13,805,876	29,517,800
South Texas	5,657,325	4,744,358	10,401,683	5,881,831	4,934,362	10,816,193
South Plains	5,661,330	2,875,648	8,536,978	5,887,254	2,990,992	8,878,246
Southwest Texas	3,341,408	1,952,872	5,294,280	3,474,198	2,030,844	5,505,042
Tarrant	21,506,129	10,996,855	32,502,984	22,357,635	11,438,789	33,796,424
Temple	2,345,451	2,034,515	4,379,966	2,438,523	2,115,880	4,554,403
Texarkana	3,210,263	4,721,148	7,931,411	3,337,686	4,911,284	8,248,970
Texas Southmost	7,440,742	2,885,024	10,325,766	7,735,789	3,000,968	10,736,757
Trinity Valley	3,963,710	5,563,431	9,527,141	4,121,207	5,787,246	9,908,453
Tyler	7,794,923	5,827,125	13,622,048	8,104,250	6,060,362	14,164,612
Vernon	1,284,198	2,511,774	3,795,972	1,335,405	2,612,235	3,947,640
Victoria	2,731,869	3,676,038	6,407,907	2,840,345	3,823,372	6,663,717
Weatherford	2,154,412	2,092,869	4,247,281	2,239,905	2,176,545	4,416,450
Western Texas	1,290,916	1,029,329	2,320,245	1,342,311	1,070,910	2,413,221
Wharton	4,233,732	2,949,063	7,182,795	4,401,977	3,067,049	7,469,026
Total	370,140,757	279,893,069	650,033,826	384,686,368	291,047,121	675,733,489

SUMMARY	*1998*	*1999*
New Campuses/Enrollment	8,389,936	8,404,830
Voc-Technical	279,893,069	291,047,121
Academic Appropriation	370,140,757	384,686,368
Instructional Total	658,423,762	684,138,319
Biennium Appropriation		1,342,562,081
Base Year Contact Hours	185,643,998	
TOTAL # of CC's	50	50

Source: House Bill 1, 75th Texas Legislature, Regular Session, 1997

	2000			2001		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	36,745,981	16,826,564	53,572,545	37,712,311	17,267,444	54,979,755
Alvin	3,701,756	3,966,433	7,668,189	3,798,806	4,070,438	7,869,244
Amarillo	6,672,045	9,012,772	15,684,817	6,847,603	9,248,602	16,096,205
Angelina	3,786,924	3,678,644	7,465,568	3,886,545	3,775,173	7,661,718
Austin	23,320,381	12,323,857	35,644,238	23,931,691	12,646,239	36,577,930
Blinn	15,223,188	2,487,868	17,711,056	15,622,723	2,553,393	18,176,116
Brazosport	2,465,553	2,785,339	5,250,892	2,530,429	2,858,382	5,388,811
Central Texas	7,342,649	10,177,780	17,520,429	7,535,475	10,443,913	17,979,388
Cisco	2,879,665	1,376,832	4,256,497	2,955,268	1,412,814	4,368,082
Clarendon	1,592,263	532,737	2,125,000	1,592,263	532,737	2,125,000
Coastal Bend	2,995,294	3,704,274	6,699,568	3,074,254	3,801,391	6,875,645
College of the Mainland	3,286,101	2,995,500	6,281,601	3,372,663	3,073,691	6,446,354
Collin	11,947,260	6,090,002	18,037,262	12,260,679	6,250,066	18,510,745
Dallas	42,059,978	34,437,619	76,497,597	43,167,073	35,342,096	78,509,169
Del Mar	8,772,422	9,342,413	18,114,835	9,003,667	9,586,982	18,590,649
El Paso	20,293,890	12,309,444	32,603,334	20,829,412	12,630,044	33,459,456
Frank Phillips	1,120,842	1,269,137	2,389,979	1,150,378	1,302,619	2,452,997
Galveston	2,262,241	2,155,226	4,417,467	2,321,637	2,211,710	4,533,347
Grayson	3,013,286	3,123,900	6,137,186	3,092,644	3,205,271	6,297,915
Hill	2,249,152	2,302,652	4,551,804	2,308,433	2,362,768	4,671,201
Houston	31,839,860	28,193,599	60,033,459	32,679,358	28,930,567	61,609,925
Howard	2,192,637	4,365,012	6,557,649	2,250,183	4,478,971	6,729,154
Kilgore	4,611,663	4,972,346	9,584,009	4,732,782	5,102,915	9,835,697
Laredo	6,874,206	5,581,521	12,455,727	7,055,355	5,728,018	12,783,373
Lee	4,494,676	6,524,304	11,018,980	4,612,839	6,693,892	11,306,731
McLennan	5,611,153	5,834,445	11,445,598	5,758,816	5,987,446	11,746,262
Midland	4,064,201	3,832,026	7,896,227	4,171,248	3,932,255	8,103,503
Navarro	4,122,743	2,959,937	7,082,680	4,231,311	3,037,470	7,268,781
North Central Texas	3,786,626	2,208,913	5,995,539	3,885,785	2,266,895	6,152,680
North Harris Montgomery	20,798,996	11,287,895	32,086,891	21,346,298	11,585,243	32,931,541
Northeast Texas	2,110,431	1,702,998	3,813,429	2,166,012	1,747,771	3,913,783
Odessa	4,101,595	4,553,684	8,655,279	4,209,448	4,672,611	8,882,059
Panola	1,730,284	1,836,688	3,566,972	1,775,816	1,884,885	3,660,701
Paris	3,683,814	2,997,094	6,680,908	3,780,897	3,075,882	6,856,779
Ranger	1,279,675	845,325	2,125,000	1,279,675	845,325	2,125,000
San Jacinto	16,395,163	15,332,691	31,727,854	16,826,412	15,733,763	32,560,175
South Texas	7,226,025	5,110,962	12,336,987	7,416,085	5,245,496	12,661,581
South Plains	11,425,795	5,407,614	16,833,409	11,725,980	5,549,307	17,275,287
Southwest Texas	4,032,487	2,038,242	6,070,729	4,138,465	2,092,145	6,230,610
Tarrant	24,669,632	13,741,515	38,411,147	25,318,200	14,101,990	39,420,190
Temple	2,823,310	2,684,884	5,508,194	2,897,547	2,755,316	5,652,863
Texarkana	3,463,893	4,939,314	8,403,207	3,555,019	5,068,333	8,623,352
Texas Southmost	7,569,614	4,080,355	11,649,969	7,768,670	4,187,221	11,955,891
Trinity Valley	4,096,223	5,499,245	9,595,468	4,204,111	5,643,330	9,847,441
Tyler	8,592,288	6,474,532	15,066,820	8,818,658	6,644,473	15,463,131
Vernon	1,471,860	3,431,113	4,902,973	1,510,425	3,521,249	5,031,674
Victoria	3,024,318	4,089,870	7,114,188	3,104,002	4,197,418	7,301,420
Weatherford	2,662,735	2,160,790	4,823,525	2,732,830	2,217,812	4,950,642
Western Texas	1,497,518	1,252,312	2,749,830	1,536,797	1,285,217	2,822,014
Wharton	4,644,124	3,065,702	7,709,826	4,766,173	3,146,328	7,912,501
Total	406,628,416	307,903,921	714,532,337	417,249,151	315,935,317	733,184,468

SUMMARY	*2000*	*2001*
New Campuses/Enrollment	9,649,911	5,000,000
Voc-Technical	307,903,921	315,935,317
Academic Appropriation	406,628,416	417,249,151
Instructional Total	724,182,248	738,184,468
Biennium Appropriation		1,462,366,716
Base Year Contact Hours	193,608,536	
TOTAL # of CC's	50	50

Source: House Bill 1, 76th Texas Legislature, Regular Session, 1999

	2002			2003			
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*	*7% reduction**
Alamo	41,421,550	18,734,166	60,155,716	41,421,550	18,734,166	60,155,716	55,944,816
Alvin	4,062,895	4,153,799	8,216,694	4,062,895	4,153,799	8,216,694	7,641,525
Amarillo	8,175,748	9,315,295	17,491,043	8,175,748	9,315,295	17,491,043	16,266,670
Angelina	4,303,855	3,913,829	8,217,684	4,303,855	3,913,829	8,217,684	7,642,446
Austin	27,695,583	10,983,794	38,679,377	27,695,583	10,983,794	38,679,377	35,971,821
Blinn	17,479,313	2,582,603	20,061,916	17,479,313	2,582,603	20,061,916	18,657,582
Brazosport	2,729,806	3,533,220	6,263,026	2,729,806	3,533,220	6,263,026	5,824,614
Central Texas	8,403,401	9,589,786	17,993,187	8,403,401	9,589,786	17,993,187	16,733,664
Cisco	3,083,572	1,339,578	4,423,150	3,083,572	1,339,578	4,423,150	4,113,530
Clarendon	1,814,515	503,860	2,318,375	1,814,515	503,860	2,318,375	2,156,089
Coastal Bend	3,389,832	3,642,792	7,032,624	3,389,832	3,642,792	7,032,624	6,540,340
College of the Mainland	3,545,838	2,805,359	6,351,197	3,545,838	2,805,359	6,351,197	5,906,613
Collin	15,377,803	6,410,384	21,788,187	15,377,803	6,410,384	21,788,187	20,263,014
Dallas	47,910,633	38,333,408	86,244,041	47,910,633	38,333,408	86,244,041	80,206,958
Del Mar	9,010,587	10,087,601	19,098,188	9,010,587	10,087,601	19,098,188	17,761,315
El Paso	19,222,084	13,039,845	32,261,929	19,222,084	13,039,845	32,261,929	30,003,594
Frank Phillips	1,319,129	1,117,780	2,436,909	1,319,129	1,117,780	2,436,909	2,266,325
Galveston	2,469,099	2,815,185	5,284,284	2,469,099	2,815,185	5,284,284	4,914,384
Grayson	3,523,043	2,863,034	6,386,077	3,523,043	2,863,034	6,386,077	5,939,052
Hill	2,896,361	2,094,810	4,991,171	2,896,361	2,094,810	4,991,171	4,641,789
Houston	35,492,258	31,149,079	66,641,337	35,492,258	31,149,079	66,641,337	61,976,443
Howard	2,473,435	5,279,613	7,753,048	2,473,435	5,279,613	7,753,048	7,210,335
Kilgore	4,988,473	6,450,378	11,438,851	4,988,473	6,450,378	11,438,851	10,638,131
Laredo	7,409,945	5,293,332	12,703,277	7,409,945	5,293,332	12,703,277	11,814,048
Lee	5,000,421	6,104,567	11,104,988	5,000,421	6,104,567	11,104,988	10,327,639
McLennan	6,567,878	4,966,507	11,534,385	6,567,878	4,966,507	11,534,385	10,726,978
Midland	5,037,512	3,413,240	8,450,752	5,037,512	3,413,240	8,450,752	7,859,199
Navarro	5,687,559	3,239,189	8,926,748	5,687,559	3,239,189	8,926,748	8,301,876
North Central Texas	5,133,580	2,239,986	7,373,566	5,133,580	2,239,986	7,373,566	6,857,416
North Harris Montgomery	26,070,443	13,002,445	39,072,888	26,070,443	13,002,445	39,072,888	36,337,786
Northeast Texas	2,201,117	1,352,069	3,553,186	2,201,117	1,352,069	3,553,186	3,304,463
Odessa	4,275,653	4,557,927	8,833,580	4,275,653	4,557,927	8,833,580	8,215,229
Panola	1,866,011	1,712,117	3,578,128	1,866,011	1,712,117	3,578,128	3,327,659
Paris	4,159,995	2,299,210	6,459,205	4,159,995	2,299,210	6,459,205	6,007,061
Ranger	1,518,792	799,583	2,318,375	1,518,792	799,583	2,318,375	2,156,089
San Jacinto	19,454,544	17,292,519	36,747,063	19,454,544	17,292,519	36,747,063	34,174,769
South Texas	8,170,529	5,229,666	13,400,195	8,170,529	5,229,666	13,400,195	12,462,181
South Plains	13,428,300	6,035,183	19,463,483	13,428,300	6,035,183	19,463,483	18,101,039
Southwest Texas	4,263,148	1,951,096	6,214,244	4,263,148	1,951,096	6,214,244	5,779,247
Tarrant	29,076,415	11,151,592	40,228,007	29,076,415	11,151,592	40,228,007	37,412,047
Temple	3,410,048	2,902,249	6,312,297	3,410,048	2,902,249	6,312,297	5,870,436
Texarkana	3,855,419	5,143,359	8,998,778	3,855,419	5,143,359	8,998,778	8,368,864
Texas Southmost	8,397,359	3,242,763	11,640,122	8,397,359	3,242,763	11,640,122	10,825,313
Trinity Valley	5,118,472	5,397,130	10,515,602	5,118,472	5,397,130	10,515,602	9,779,510
Tyler	10,465,012	5,730,879	16,195,891	10,465,012	5,730,879	16,195,891	15,062,179
Vernon	1,751,568	3,861,745	5,613,313	1,751,568	3,861,745	5,613,313	5,220,381
Victoria	3,690,363	3,892,727	7,583,090	3,690,363	3,892,727	7,583,090	7,052,274
Weatherford	3,120,103	2,239,858	5,359,961	3,120,103	2,239,858	5,359,961	4,984,764
Western Texas	1,497,390	1,288,892	2,786,282	1,497,390	1,288,892	2,786,282	2,591,242
Wharton	5,279,900	2,803,478	8,083,378	5,279,900	2,803,478	8,083,378	7,517,542
Total	466,696,289	317,882,506	784,578,795	466,696,289	317,882,506	784,578,795	729,658,279

SUMMARY	*2002*	*2003*	7% reduction*
New Campuses/Enrollment	6,900,000	5,000,000	4,650,000
Voc-Technical	317,882,506	317,882,506	295,630,731
Academic Appropriation	466,696,289	466,696,289	434,027,549
Instructional Total	791,478,795	789,578,795	734,308,279
Biennium Appropriation		1,581,057,590	1,525,787,074
Base Year Contact Hours	203,528,018		
TOTAL # of CC's	50	50	

Source: Senate Bill 1, 77th Texas Legislature, Regular Session, 2001

*7 percent reduction due to actions of the 78th Texas Legislature.

	2004			2005		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	41,622,930	16,159,535	57,782,465	41,622,930	16,159,535	57,782,465
Alvin	4,053,264	4,010,691	8,063,955	4,053,264	4,010,691	8,063,955
Amarillo	7,846,775	7,926,670	15,773,445	7,846,775	7,926,670	15,773,445
Angelina	4,335,875	3,725,570	8,061,445	4,335,876	3,725,570	8,061,446
Austin	25,914,675	9,901,932	35,816,607	25,914,675	9,901,932	35,816,607
Blinn	15,773,785	2,624,353	18,398,138	15,773,785	2,624,352	18,398,137
Brazosport	2,737,072	2,873,254	5,610,326	2,737,072	2,873,254	5,610,326
Central Texas	8,982,203	8,961,184	17,943,387	8,982,204	8,961,184	17,943,388
Cisco	2,805,454	1,445,334	4,250,788	2,805,454	1,445,335	4,250,789
Clarendon	1,697,450	394,737	2,092,187	1,697,450	394,737	2,092,187
Coastal Bend	3,371,832	3,453,607	6,825,439	3,371,832	3,453,607	6,825,439
College of the Mainland	3,646,523	2,443,476	6,089,999	3,646,524	2,443,476	6,090,000
Collin	16,308,852	5,778,980	22,087,832	16,308,852	5,778,980	22,087,832
Dallas	49,913,528	33,305,026	83,218,554	49,913,528	33,305,026	83,218,554
Del Mar	8,774,394	9,939,403	18,713,797	8,774,395	9,939,403	18,713,798
El Paso	18,977,534	10,101,731	29,079,265	18,977,534	10,101,732	29,079,266
Frank Phillips	1,248,346	1,245,963	2,494,309	1,248,346	1,245,963	2,494,309
Galveston	2,573,655	2,171,845	4,745,500	2,573,655	2,171,845	4,745,500
Grayson	3,316,276	2,699,772	6,016,048	3,316,276	2,699,773	6,016,049
Hill	2,934,988	2,422,844	5,357,832	2,934,988	2,422,844	5,357,832
Houston	32,964,956	26,244,273	59,209,229	32,964,956	26,244,273	59,209,229
Howard	2,400,916	4,662,977	7,063,893	2,400,917	4,662,977	7,063,894
Kilgore	5,211,043	4,999,946	10,210,989	5,211,043	4,999,946	10,210,989
Laredo	7,051,538	4,436,249	11,487,787	7,051,539	4,436,249	11,487,788
Lee	4,746,001	5,306,616	10,052,617	4,746,001	5,306,617	10,052,618
McLennan	6,586,792	5,310,152	11,896,944	6,586,792	5,310,152	11,896,944
Midland	4,649,686	3,403,355	8,053,041	4,649,686	3,403,355	8,053,041
Navarro	6,005,162	2,894,258	8,899,420	6,005,162	2,894,258	8,899,420
North Central Texas	5,400,610	1,969,411	7,370,021	5,400,611	1,969,411	7,370,022
North Harris Montgomery	29,468,246	11,273,555	40,741,801	29,468,246	11,273,555	40,741,801
Northeast Texas	2,414,034	1,313,221	3,727,255	2,414,035	1,313,221	3,727,256
Odessa	4,002,507	4,364,146	8,366,653	4,002,508	4,364,146	8,366,654
Panola	1,856,179	1,368,999	3,225,178	1,856,179	1,369,000	3,225,179
Paris	4,476,583	2,404,311	6,880,894	4,476,583	2,404,311	6,880,894
Ranger	1,340,576	751,611	2,092,187	1,340,576	751,611	2,092,187
San Jacinto	18,865,727	14,308,641	33,174,368	18,865,728	14,308,641	33,174,369
South Texas	8,530,817	4,594,205	13,125,022	8,530,817	4,594,205	13,125,022
South Plains	14,009,495	5,925,588	19,935,083	14,009,496	5,925,588	19,935,084
Southwest Texas	4,274,567	2,084,384	6,358,951	4,274,567	2,084,384	6,358,951
Tarrant	29,854,920	10,189,642	40,044,562	29,854,920	10,189,642	40,044,562
Temple	3,274,561	2,808,046	6,082,607	3,274,561	2,808,047	6,082,608
Texarkana	3,716,366	4,468,186	8,184,552	3,716,366	4,468,187	8,184,553
Texas Southmost	7,122,061	3,750,717	10,872,778	7,122,061	3,750,717	10,872,778
Trinity Valley	5,069,607	5,217,606	10,287,213	5,069,608	5,217,606	10,287,214
Tyler	9,869,733	5,277,632	15,147,365	9,869,733	5,277,632	15,147,365
Vernon	1,814,627	3,255,076	5,069,703	1,814,627	3,255,076	5,069,703
Victoria	3,564,305	3,281,016	6,845,321	3,564,305	3,281,017	6,845,322
Weatherford	3,411,309	3,865,907	7,277,216	3,411,309	3,865,908	7,277,217
Western Texas	1,484,308	1,155,656	2,639,964	1,484,308	1,155,657	2,639,965
Wharton	5,271,054	2,622,524	7,893,578	5,271,054	2,622,524	7,893,578
Total	465,543,697	285,093,813	750,637,510	465,543,709	285,093,822	750,637,531

SUMMARY	*2004*	*2005*
New Campuses/Enrollment	9,000,000	9,000,000
Voc-Technical	285,093,813	285,093,822
Academic Appropriation	465,543,697	465,543,709
Instructional Total	759,637,510	759,637,531
Biennium Appropriation		1,519,275,041
Base Year Contact Hours	233,829,584	
TOTAL # of CC's	50	50

Source: House Bill 1, 78th Texas Legislature, Regular Session, 2003

	2006			2007		
CC District	*Academic*	*Voc-Tech*	*Total*	*Academic*	*Voc-Tech*	*Total*
Alamo	45,501,698	19,866,938	65,368,636	45,501,698	19,866,938	65,368,636
Alvin	4,032,149	4,032,149	8,064,298	4,032,149	4,032,149	8,064,298
Amarillo	8,561,591	8,250,094	16,811,685	8,561,591	8,250,094	16,811,685
Angelina	4,503,242	3,895,114	8,398,356	4,503,242	3,895,114	8,398,356
Austin	25,823,833	11,251,288	37,075,121	25,823,833	11,251,288	37,075,121
Blinn	15,834,968	3,037,146	18,872,114	15,834,968	3,037,146	18,872,114
Brazosport	3,157,685	2,422,967	5,580,652	3,157,685	2,422,967	5,580,652
Central Texas	10,670,027	8,692,101	19,362,128	10,670,027	8,692,101	19,362,128
Cisco	3,567,580	1,601,851	5,169,431	3,567,580	1,601,851	5,169,431
Clarendon	1,532,148	554,609	2,086,757	1,532,148	554,609	2,086,757
Coastal Bend	2,900,621	3,905,601	6,806,222	2,900,621	3,905,601	6,806,222
College of the Mainland	3,877,017	2,476,687	6,353,704	3,877,017	2,476,687	6,353,704
Collin	18,404,621	6,581,385	24,986,006	18,404,621	6,581,385	24,986,006
Dallas	50,104,815	34,776,791	84,881,606	50,104,815	34,776,791	84,881,606
Del Mar	9,943,292	8,685,479	18,628,771	9,943,292	8,685,479	18,628,771
El Paso	23,574,168	8,068,215	31,642,383	23,574,168	8,068,215	31,642,383
Frank Phillips	1,249,926	1,488,950	2,738,876	1,249,926	1,488,950	2,738,876
Galveston	2,527,575	2,192,826	4,720,401	2,527,575	2,192,826	4,720,401
Grayson	3,324,146	3,196,259	6,520,405	3,324,146	3,196,259	6,520,405
Hill	2,925,658	2,609,191	5,534,849	2,925,658	2,609,191	5,534,849
Houston	34,281,767	26,951,351	61,233,118	34,281,767	26,951,351	61,233,118
Howard	2,387,951	5,565,243	7,953,194	2,387,951	5,565,243	7,953,194
Kilgore	5,534,776	4,622,207	10,156,983	5,534,776	4,622,207	10,156,983
Laredo	7,459,926	5,165,411	12,625,337	7,459,926	5,165,411	12,625,337
Lee	4,598,711	5,461,353	10,060,064	4,598,711	5,461,353	10,060,064
McLennan	7,274,547	6,003,319	13,277,866	7,274,547	6,003,319	13,277,866
Midland	5,591,901	3,275,336	8,867,237	5,591,901	3,275,336	8,867,237
Navarro	6,709,441	3,871,085	10,580,526	6,709,441	3,871,085	10,580,526
North Central Texas	5,403,057	2,400,849	7,803,906	5,403,057	2,400,849	7,803,906
North Harris Montgomery	34,638,451	14,516,876	49,155,327	34,638,451	14,516,876	49,155,327
Northeast Texas	2,585,824	1,250,746	3,836,570	2,585,824	1,250,746	3,836,570
Odessa	3,737,680	4,883,401	8,621,081	3,737,680	4,883,401	8,621,081
Panola	1,758,250	1,536,454	3,294,704	1,758,250	1,536,454	3,294,704
Paris	4,807,643	2,691,865	7,499,508	4,807,643	2,691,865	7,499,508
Ranger	1,221,341	865,415	2,086,756	1,221,341	865,415	2,086,756
San Jacinto	20,553,736	14,613,457	35,167,193	20,553,736	14,613,457	35,167,193
South Texas	9,010,834	5,361,424	14,372,258	9,010,834	5,361,424	14,372,258
South Plains	14,960,452	8,251,769	23,212,221	14,960,452	8,251,769	23,212,221
Southwest Texas	5,285,594	2,466,941	7,752,535	5,285,594	2,466,941	7,752,535
Tarrant	32,473,520	10,898,708	43,372,228	32,473,520	10,898,708	43,372,228
Temple	3,712,172	2,443,035	6,155,207	3,712,172	2,443,035	6,155,207
Texarkana	4,058,480	4,885,569	8,944,049	4,058,480	4,885,569	8,944,049
Texas Southmost	8,365,826	3,923,655	12,289,481	8,365,826	3,923,655	12,289,481
Trinity Valley	5,379,020	5,692,386	11,071,406	5,379,020	5,692,386	11,071,406
Tyler	10,532,559	5,443,694	15,976,253	10,532,559	5,443,694	15,976,253
Vernon	1,863,447	3,582,563	5,446,010	1,863,447	3,582,563	5,446,010
Victoria	3,326,941	3,482,175	6,809,116	3,326,941	3,482,175	6,809,116
Weatherford	4,104,744	3,627,941	7,732,685	4,104,744	3,627,941	7,732,685
Western Texas	1,510,553	1,206,028	2,716,581	1,510,553	1,206,028	2,716,581
Wharton	5,526,036	2,586,880	8,112,916	5,526,036	2,586,880	8,112,916
Total	500,671,940	305,112,777	805,784,717	500,671,940	305,112,777	805,784,717

SUMMARY	*2006*	*2007*
New Campuses/Enrollment	4,591,477	3,477,476
Voc-Technical	305,112,777	305,112,777
Academic Appropriation	500,671,940	500,671,940
Instructional Total	810,376,194	809,262,193
Biennium Appropriation		1,619,638,387
Base Year Contact Hours	244,044,489	
TOTAL # of CC's	50	50

Source: Senate Bill 1, 79th Texas Legislature, Regular Session, 2005

APPENDIX K: SUMMARY OF INSTRUCTIONAL APPROPRIATION FOR TEXAS COMMUNITY COLLEGES: 1942-2006 (ANNUAL)

Summary of Instructional Appropriation: 1942-2006

Year	Academic	Vocational-Technical		Contingency	Total	Fall Enrollment	
		State	Federal			number	% change
1942	325,000				325,000	5,000	
1943	325,000				325,000	5,000	0.0%
1944	286,000				286,000	5,500	10.0%
1945	286,000				286,000	6,000	9.1%
1946	343,800				343,800	6,500	8.3%
1947	343,800				343,800	7,000	7.7%
1948	925,000				925,000	8,000	14.3%
1949	935,400				935,400	9,302	16.3%
1950	2,100,000				2,100,000	11,000	18.3%
1951	2,100,000				2,100,000	11,400	3.6%
1952	2,154,600				2,154,600	12,000	5.3%
1953	2,154,600				2,154,600	16,830	40.3%
1954	2,610,000				2,610,000	17,905	6.4%
1955	2,610,000				2,610,000	22,381	25.0%
1956	3,870,000				3,870,000	24,755	10.6%
1957	3,870,000				3,870,000	22,076	-10.8%
1958	4,720,595				4,720,595	25,277	14.5%
1959	4,777,795				4,777,795	25,376	0.4%
1960	5,177,997				5,177,997	26,831	5.7%
1961	5,177,997				5,177,997	28,957	7.9%
1962	7,068,500				7,068,500	33,660	16.2%
1963	7,143,500				7,143,500	36,415	8.2%
1964	8,255,715		687,539		8,943,254	42,102	15.6%
1965	8,284,215		687,539		8,971,754	52,654	25.1%
1966	12,916,310	647,485	2,527,149		16,090,944	62,289	18.3%
1967	12,916,310	710,486	3,248,538	1,000,000	17,875,334	75,842	21.8%
1968	22,034,825	914,838	4,586,162	1,500,000	29,035,825	86,913	14.6%
1969	24,424,350	1,821,908	4,654,092	2,068,975	32,969,325	95,463	9.8%
1970	32,879,975	3,501,354	4,591,851	3,222,933	44,196,113	108,023	13.2%
1971	34,836,950	4,080,593	4,881,328	5,474,372	49,273,243	120,782	11.8%
1972	43,501,000	6,537,428	9,124,825	4,523,636	63,686,889	133,555	10.6%
1973	48,449,040	7,271,620	10,967,887	8,368,955	75,057,502	148,571	11.2%
1974	54,926,881	20,175,061	15,085,584	4,400,000	94,587,526	171,880	15.7%
1975	58,145,800	22,966,915	15,372,349	7,400,000	103,885,064	215,095	25.1%
1976	77,519,227	41,224,986	17,225,836	7,947,129	143,917,178	213,811	-0.6%
1977	85,948,108	47,146,828	16,177,553	20,367,195	169,639,684	222,917	4.3%
1978	111,397,186	84,838,895	4,000,000	3,643,870	203,879,951	232,974	4.5%
1979	117,038,990	89,382,380	4,000,000	7,961,294	218,382,664	239,136	2.6%
1980	121,430,838	113,235,784			234,666,622	251,076	5.0%
1981	127,619,399	119,074,140			246,693,539	261,075	4.0%
1982	165,511,910	160,439,997			325,951,907	289,363	10.8%
1983	179,942,465	174,362,820		171,000	354,476,285	301,969	4.4%
1984	208,207,657	205,432,140		185,000	413,824,797	300,540	-0.5%
1985	216,458,663	213,641,784		200,000	430,300,447	289,439	-3.7%
1986	211,241,321	213,689,271		1,993,946	426,924,538	301,989	4.3%
1987	194,772,112	194,559,767		1,922,258	391,254,137	318,441	5.4%
1988	219,117,201	195,567,944			414,685,145	341,268	7.2%
1989	219,117,201	195,567,944			414,685,145	352,140	3.2%
1990	267,499,952	212,424,134		4,440,665	484,364,751	366,059	4.0%

Year	Academic	Vocational-Technical		Contingency	Total	Fall Enrollment	
		State	Federal			number	% change
1991	267,499,952	212,424,134		2,704,886	482,628,972	378,442	3.4%
1992	299,768,898	227,553,094			527,321,992	394,330	4.2%
1993	299,768,898	227,553,094			527,321,992	394,628	0.1%
1994	333,250,000	241,579,308			574,829,308	394,961	0.1%
1995	325,588,516	236,036,766			561,625,282	396,030	0.3%
1996	329,341,886	237,719,429		6,124,302	573,185,617	401,957	1.5%
1997	329,341,886	237,719,429		5,828,140	572,889,455	407,985	1.5%
1998	370,140,757	279,893,069		8,389,936	658,423,762	406,610	-0.3%
1999	384,686,368	291,047,121		8,404,830	684,138,319	420,074	3.3%
2000	406,628,416	307,903,921		9,649,911	724,182,248	431,934	2.8%
2001	417,249,151	315,935,317		5,000,000	738,184,468	461,236	6.8%
2002	466,696,289	317,882,506		6,900,000	791,478,795	498,408	8.1%
2003	466,696,289	317,882,506		5,000,000	789,578,795	518,597	4.1%
2004	434,027,549	295,630,731		4,650,000	734,308,279	539,017	3.9%
2005	465,543,697	285,093,813		9,000,000	759,637,510	547,717	1.6%
2006	465,543,709	285,093,822		9,000,000	759,637,531	558,161	1.9%

Percent Change From Previous Even Year

Year	Academic	Vocational-Technical		Total (includes) contingency)
		State	Federal	
1942				
1944	-12%			-12%
1946	20%			20%
1948	169%			169%
1950	127%			127%
1952	3%			3%
1954	21%			21%
1956	48%			48%
1958	22%			22%
1960	10%			10%
1962	37%			37%
1964	17%			27%
1966	56%		268%	80%
1968	71%	41%	81%	80%
1970	49%	283%	0%	52%
1972	32%	87%	99%	44%
1974	26%	209%	65%	49%
1976	41%	104%	14%	52%
1978	44%	106%	-77%	42%
1980	9%	33%		15%
1982	36%	42%		39%
1984	26%	28%		27%
1986	1%	4%		3%
1988	4%	-8%		-3%
1990	22%	9%		17%
1992	12%	7%		9%
1994	11%	6%		9%
1996	-1%	-2%		0%
1998	12%	18%		15%
2000	10%	10%		10%
2002	15%	3%		9%
2004	-7%	-7%		-7%
2006	7%	-4%		3%

APPENDIX L: FORMULA RATES, 1974-2006

Formula Categories	63rd (1973) THECB Rec 74	Funded 74	THECB Rec 75	Funded 75
General Academic Programs				
Agriculture and Natural Resources	1.47	1.37	1.52	1.42
Architecture and Environmental Design	1.32	1.19	1.37	1.23
Biological Sciences	1.15	1.05	1.19	1.09
Business & Management	1.29	1.17	1.34	1.21
Communications	2.96	2.85	3.06	2.95
Computer & Information Sciences	2.30	2.17	2.38	2.25
Education	1.38	1.25	1.43	1.29
Engineering	1.59	1.47	1.65	1.52
Fine and Applied Arts	1.76	1.65	1.82	1.71
Foreign Languages	1.53	1.42	1.58	1.47
Health Professions	1.65	1.52	1.71	1.57
Home Economics	1.34	1.20	1.39	1.24
Letters	1.28	1.16	1.32	1.20
Library Science	2.13	2.01	2.20	2.08
Mathematics	1.40	1.28	1.45	1.32
Physical Sciences	1.35	1.22	1.40	1.26
Psychology	1.08	0.95	1.12	0.98
Social Sciences	1.15	1.05	1.19	1.09
Vocational-Technical Programs				
Agriculture		1.45		1.50
Home Economics		1.34		1.39
Restaurant Management		1.94		2.01
Mid-Management		0.93		0.96
Fashion Merchandising				
Other Distribution and Marketing		1.35		1.40
Secretarial & General Business		1.44		1.49
Business Data Processing		2.66		2.75
Word Processing				
Other Office Occupations				
Welding		1.43		1.48
Automotive		1.24		1.28
Diesel Mechanics				
Cosmetology				
Fire Protection		2.06		2.13
Airframe & Power Mechanic		1.52		1.57
Law Enforcement		1.14		1.18
Machine Shop		1.53		1.58
Air-Conditioning		1.36		1.41
Printing & Graphic Arts				
Building Construction				
Photography				
Other Industrial Education		1.41		1.46
Associate Degree Nursing		1.85		1.91
Vocational Nursing		0.86		0.89
Dental Assisting		1.88		1.95
Dental Hygiene		1.88		1.95
Medical Laboratory				
Respiratory Therapy				
Surgical Technology				
Mental Health				
Radiologic Technology				
Other Health Occupations		1.83		1.89
Career Pilot		4.18		4.23
Drafting and Design		1.23		1.27
Electronics		1.74		1.80
Marine Technology		3.89		4.30
Other Technical Education		1.83		1.89
Related		0.96		0.99
Adult Apprenticeship				
Adult (Supplementary/Prepatory)		0.92		0.95
Cooperative Work Experience/Internships				

Formula Categories	64th (1975) THECB Rec 76	Funded 76	THECB Rec 77	Funded 77
General Academic Programs				
Agriculture and Natural Resources	2.80	2.33	2.97	2.54
Architecture and Environmental Design	2.04	1.67	2.16	1.83
Biological Sciences	1.53	1.22	1.62	1.34
Business & Management	1.68	1.35	1.78	1.48
Communications	2.63	2.18	2.79	2.38
Computer & Information Sciences	3.47	2.89	3.68	3.16
Education	2.01	1.64	2.13	1.80
Engineering	2.17	1.72	2.30	1.88
Fine and Applied Arts	2.62	2.17	2.78	2.37
Foreign Languages	2.28	1.87	2.42	2.05
Health Professions	1.97	1.63	2.09	1.79
Home Economics	2.02	1.65	2.14	1.81
Letters	1.77	1.38	1.88	1.51
Library Science	2.36	1.94	2.50	2.13
Mathematics	1.90	1.50	2.01	1.64
Physical Sciences	1.82	1.43	1.93	1.57
Psychology	1.44	1.12	1.53	1.23
Social Sciences	1.56	1.23	1.65	1.35
Vocational-Technical Programs				
Agriculture		2.09		2.23
Home Economics		1.20		1.78
Restaurant Management		2.18		2.33
Mid-Management		1.04		1.12
Fashion Merchandising				
Other Distribution and Marketing		1.30		1.39
Secretarial & General Business		1.53		1.62
Business Data Processing		4.33		4.63
Word Processing				
Other Office Occupations		2.57		2.75
Welding		1.73		1.84
Automotive		1.54		1.65
Diesel Mechanics				
Cosmetology				
Fire Protection		1.20		1.28
Airframe & Power Mechanic		2.17		2.32
Law Enforcement		1.35		1.63
Machine Shop		2.04		2.17
Air-Conditioning		1.46		1.55
Printing & Graphic Arts				
Building Construction				
Photography				
Other Industrial Education		1.51		1.61
Associate Degree Nursing		2.28		2.43
Vocational Nursing		1.15		1.23
Dental Assisting		1.78		1.89
Dental Hygiene		2.40		2.57
Medical Laboratory				
Respiratory Therapy				
Surgical Technology				
Mental Health				
Radiologic Technology				
Other Health Occupations		1.6		1.72
Career Pilot		4.34		4.63
Drafting and Design		1.8		1.92
Electronics		1.95		2.09
Marine Technology		4.77		5.09
Other Technical Education		2.51		2.67
Related		1.41		1.51
Adult Apprenticeship		1.23		1.32
Adult (Supplementary/Prepatory)		1.09		1.17
Cooperative Work Experience/Internships				

Formula Categories	65th (1977) THECB Rec 78	Funded 78	THECB Rec 79	Funded 79
General Academic Programs				
Agriculture and Natural Resources	2.55	2.34	2.74	2.46
Architecture and Environmental Design	2.01	1.85	2.16	1.94
Biological Sciences	1.79	1.64	1.93	1.73
Business & Management	1.85	1.70	1.99	1.79
Communications	3.23	2.98	3.48	3.13
Computer & Information Sciences	2.14	1.97	2.30	2.07
Education	2.26	2.08	2.43	2.19
Engineering	2.10	1.93	2.26	2.03
Fine and Applied Arts	2.79	2.56	3.00	2.69
Foreign Languages	2.58	2.38	2.78	2.50
Health Professions	3.72	3.42	4.00	3.60
Home Economics	2.56	2.36	2.75	2.48
Letters	1.98	1.83	2.13	1.92
Library Science	3.79	3.49	4.08	3.67
Mathematics	2.01	1.85	2.16	1.94
Physical Sciences	2.07	1.91	2.23	2.00
Psychology	1.54	1.43	1.66	1.50
Social Sciences	1.65	1.53	1.78	1.61
Vocational-Technical Programs				
Agriculture		2.32		2.44
Home Economics		1.95		2.05
Restaurant Management		2.65		2.79
Mid-Management		1.31		1.38
Fashion Merchandising				
Other Distribution and Marketing		1.45		1.52
Secretarial & General Business		1.92		2.02
Business Data Processing		4.72		4.96
Word Processing				
Other Office Occupations				
Welding		1.98		2.08
Automotive		1.78		1.87
Diesel Mechanics				
Cosmetology		1.24		1.30
Fire Protection		1.53		1.61
Airframe & Power Mechanic		2.45		2.53
Law Enforcement		1.56		1.64
Machine Shop		2.03		2.14
Air-Conditioning		1.83		1.92
Printing & Graphic Arts				
Building Construction				
Photography				
Other Industrial Education		1.79		1.88
Associate Degree Nursing		2.87		3.02
Vocational Nursing		1.48		1.56
Dental Assisting		2.32		2.44
Dental Hygiene		2.99		3.14
Medical Laboratory		2.16		2.27
Respiratory Therapy		2.74		2.87
Surgical Technology				
Mental Health				
Radiologic Technology				
Other Health Occupations		1.90		1.99
Career Pilot		6.00		6.30
Drafting and Design		1.93		2.03
Electronics		2.29		2.40
Marine Technology		4.29		4.51
Other Technical Education		2.51		2.63
Related		1.56		1.64
Adult Apprenticeship		1.57		1.65
Adult (Supplementary/Prepatory)		1.37		1.44
Cooperative Work Experience/Internships		1.25		1.32

Formula Categories	66th (1979) THECB Rec 80	Funded 80	THECB Rec 81	Funded 81
General Academic Programs				
Agriculture and Natural Resources	3.42		3.64	
Architecture and Environmental Design	2.34		2.49	
Biological Sciences	2.10		2.23	
Business & Management	1.93		2.05	
Communications	3.85		4.10	
Computer & Information Sciences	2.45		2.61	
Education	2.50		2.66	
Engineering	2.18		2.32	
Fine and Applied Arts	3.54		3.77	
Foreign Languages	2.55		2.71	
Health Professions	2.68		2.85	
Home Economics	2.25		2.39	
Letters	2.13		2.27	
Library Science	3.01		3.20	
Mathematics	2.20		2.34	
Physical Sciences	2.30		2.45	
Psychology	1.84		1.96	
Social Sciences	1.85		1.97	
Vocational-Technical Programs	*No Rates Available*			
Agriculture				
Home Economics				
Restaurant Management				
Mid-Management				
Fashion Merchandising				
Other Distribution and Marketing				
Secretarial & General Business				
Business Data Processing				
Word Processing				
Other Office Occupations				
Welding				
Automotive				
Diesel Mechanics				
Cosmetology				
Fire Protection				
Airframe & Power Mechanic				
Law Enforcement				
Machine Shop				
Air-Conditioning				
Printing & Graphic Arts				
Building Construction				
Photography				
Other Industrial Education				
Associate Degree Nursing				
Vocational Nursing				
Dental Assisting				
Dental Hygiene				
Medical Laboratory				
Respiratory Therapy				
Surgical Technology				
Mental Health				
Radiologic Technology				
Other Health Occupations				
Career Pilot				
Drafting and Design				
Electronics				
Marine Technology				
Other Technical Education				
Related				
Adult Apprenticeship				
Adult (Supplementary/Prepatory)				
Cooperative Work Experience/Internships				

Formula Categories	FY 1982-83 (67TH) CB Rec 82	CB Rec 83	Funded Rate 82	Funded Rate 83
General Academic Programs				
Agriculture and Natural Resources	4.35	4.90	3.81	4.14
Architecture and Environmental Design	3.05	3.43	2.67	2.90
Biological Sciences	2.75	3.10	2.41	2.62
Business & Management	2.62	2.95	2.30	2.51
Communications	4.10	4.62	3.58	3.89
Computer & Information Sciences	3.04	3.42	2.66	2.89
Education	3.32	3.74	2.90	3.16
Engineering	2.58	2.91	2.25	2.45
Fine and Applied Arts	4.97	5.60	4.35	4.73
Foreign Languages	3.68	4.14	3.22	3.50
Health Professions	3.40	3.83	2.97	3.23
Home Economics	2.96	3.33	2.59	2.82
Letters	3.06	3.45	2.69	2.92
Library Science	3.14	3.54	2.75	2.99
Mathematics	2.88	3.24	2.52	2.74
Physical Sciences	3.15	3.55	2.77	3.01
Psychology	2.52	2.84	2.20	2.40
Social Sciences	2.58	2.91	2.25	2.45
Vocational-Technical Programs	*No Rates Available*			
Agriculture				
Home Economics				
Restaurant Management				
Mid-Management				
Fashion Merchandising				
Other Distribution and Marketing				
Secretarial & General Business				
Business Data Processing				
Word Processing				
Other Office Occupations				
Welding				
Automotive				
Diesel Mechanics				
Cosmetology				
Fire Protection				
Airframe & Power Mechanic				
Law Enforcement				
Machine Shop				
Air-Conditioning				
Printing & Graphic Arts				
Building Construction				
Photography				
Other Industrial Education				
Associate Degree Nursing				
Vocational Nursing				
Dental Assisting				
Dental Hygiene				
Medical Laboratory				
Respiratory Therapy				
Surgical Technology				
Mental Health				
Radiologic Technology				
Other Health Occupations				
Career Pilot				
Drafting and Design				
Electronics				
Marine Technology				
Other Technical Education				
Related				
Adult Apprenticeship				
Adult (Supplementary/Prepatory)				
Cooperative Work Experience/Internships				

Formula Categories	FY 1984-85 (68th) THECB Basis	THECB Basis	Funded Rate 84	Funded Rate 85
General Academic Programs				
Agriculture and Natural Resources	4.63	4.82	4.63	4.82
Architecture and Environmental Design	2.60	2.70	2.60	2.70
Biological Sciences	2.74	2.85	2.74	2.85
Business & Management	2.58	2.68	2.58	2.68
Communications	4.94	5.14	4.94	5.14
Computer & Information Sciences	2.96	3.08	2.96	3.08
Education	3.38	3.52	3.38	3.52
Engineering	2.48	2.58	2.48	2.58
Fine and Applied Arts	4.87	5.06	4.87	5.06
Foreign Languages	3.64	3.79	3.64	3.79
Health Professions	3.80	3.95	3.80	3.95
Home Economics	3.07	3.19	3.07	3.19
Letters	2.98	3.10	2.98	3.10
Library Science	2.54	2.64	2.54	2.64
Mathematics	2.84	2.95	2.84	2.95
Physical Sciences	3.00	3.12	3.00	3.12
Psychology	2.48	2.58	2.48	2.58
Social Sciences	2.60	2.70	2.60	2.70
Vocational-Technical Programs	*No Rates Available*			
Agriculture				
Home Economics				
Restaurant Management				
Mid-Management				
Fashion Merchandising				
Other Distribution and Marketing				
Secretarial & General Business				
Business Data Processing				
Word Processing				
Other Office Occupations				
Welding				
Automotive				
Diesel Mechanics				
Cosmetology				
Fire Protection				
Airframe & Power Mechanic				
Law Enforcement				
Machine Shop				
Air-Conditioning				
Printing & Graphic Arts				
Building Construction				
Photography				
Other Industrial Education				
Associate Degree Nursing				
Vocational Nursing				
Dental Assisting				
Dental Hygiene				
Medical Laboratory				
Respiratory Therapy				
Surgical Technology				
Mental Health				
Radiologic Technology				
Other Health Occupations				
Career Pilot				
Drafting and Design				
Electronics				
Marine Technology				
Other Technical Education				
Related				
Adult Apprenticeship				
Adult (Supplementary/Prepatory)				
Cooperative Work Experience/Internships				

Formula Categories	FY 1986-87 (69th) Cost Study	THECB REC 86	THECB REC 87	Funded Rate
General Academic Programs				
Agriculture and Natural Resources	4.92	5.86	6.21	4.95
Architecture and Environmental Design	2.83	3.37	3.57	2.85
Biological Sciences	2.61	3.11	3.30	2.63
Business & Management	2.69	3.21	3.40	2.71
Communications	5.14	6.13	6.50	5.18
Computer & Information Sciences	2.63	3.14	3.33	2.65
Education	3.37	4.02	4.26	3.39
Engineering	2.85	3.40	3.60	2.87
Fine and Applied Arts	4.85	5.78	6.13	4.88
Foreign Languages	3.67	4.37	4.63	3.69
Health Professions	4.51	5.38	5.70	4.54
Home Economics	2.98	3.55	3.76	3.00
Letters	2.95	3.52	3.73	2.97
Library Science	2.32	2.76	2.93	2.33
Mathematics	2.84	3.38	3.58	2.85
Physical Sciences	3.18	3.79	4.02	3.20
Psychology	2.54	3.03	3.21	2.56
Social Sciences	2.62	3.12	3.31	2.63
Vocational-Technical Programs				
Agriculture	4.22	5.03	5.33	4.25
Home Economics	3.06	3.64	3.86	3.07
Restaurant Management				0.00
Mid-Management	2.75	3.28	3.47	2.77
Fashion Merchandising	2.86	3.41	3.61	2.88
Other Distribution and Marketing	2.35	2.80	2.97	2.36
Secretarial & General Business	3.16	3.76	3.99	3.18
Business Data Processing	3.58	4.26	4.52	3.60
Word Processing	3.97	4.73	5.01	3.99
Other Office Occupations				
Welding	3.56	4.24	4.49	3.58
Automotive	3.16	3.76	3.99	3.18
Diesel Mechanics	3.32	3.95	4.19	3.34
Cosmetology	2.26	2.69	2.85	2.27
Fire Protection	2.49	2.97	3.14	2.51
Airframe & Power Mechanic	3.58	4.26	4.52	3.60
Law Enforcement	3.09	3.68	3.90	3.11
Machine Shop	4.18	4.98	5.28	4.21
Air-Conditioning				
Printing & Graphic Arts	6.36	7.57	8.03	6.39
Building Construction	3.78	4.50	4.77	3.80
Photography	4.39	5.23	5.54	4.42
Other Industrial Education	2.98	3.55	3.76	3.00
Associate Degree Nursing	4.89	5.82	6.17	4.92
Vocational Nursing	2.52	3.00	3.18	2.53
Dental Assisting	4.64	5.53	5.86	4.67
Dental Hygiene	5.90	7.03	7.45	5.94
Medical Laboratory	5.48	6.53	6.92	5.51
Respiratory Therapy	4.18	4.98	5.28	4.21
Surgical Technology	4.11	4.89	5.19	4.13
Mental Health	3.20	3.81	4.04	3.22
Radiologic Technology	3.77	4.49	4.76	3.79
Other Health Occupations	3.82	4.55	4.82	3.84
Career Pilot	10.85	12.92	13.70	10.91
Drafting and Design	3.12	3.72	3.94	3.14
Electronics	3.23	3.85	4.08	3.25
Marine Technology	8.39	9.99	10.59	8.44
Other Technical Education	3.61	4.30	4.56	3.63
Related	2.59	3.08	3.27	2.60
Adult Apprenticeship	2.34	2.79	2.95	2.36
Adult (Supplementary/Prepatory)	2.30	2.74	2.90	2.31
Cooperative Work Experience/Internships	2.28	2.72	2.88	2.30

Formula Categories	FY 1988-89 (70th) Cost Study	THECB REC 88	THECB REC 89	Funded Rate
General Academic Programs				
Agriculture and Natural Resources	6.11	6.86	7.13	5.19
Architecture and Environmental Design	3.60	4.05	4.21	3.06
Biological Sciences	3.05	3.43	3.57	2.59
Business & Management	3.06	3.44	3.58	2.60
Communications	6.13	6.91	7.19	5.23
Computer & Information Sciences	2.96	3.33	3.46	2.52
Education	3.99	4.49	4.67	3.40
Engineering	3.41	3.84	3.99	2.91
Fine and Applied Arts	5.68	6.40	6.66	4.84
Foreign Languages	3.83	4.31	4.48	3.26
Health Professions	4.21	4.74	4.93	3.59
Home Economics	3.75	4.22	4.39	3.19
Letters	3.36	3.78	3.93	2.86
Library Science	3.78	4.25	4.42	3.22
Mathematics	3.23	3.63	3.78	2.75
Physical Sciences	3.78	4.25	4.42	3.22
Psychology	2.97	3.34	3.47	2.53
Social Sciences	2.93	3.30	3.43	2.50
Vocational-Technical Programs				
Agriculture	5.38	6.05	6.29	4.58
Home Economics	3.59	4.04	4.20	3.06
Restaurant Management	3.18	3.58	3.72	2.71
Mid-Management	3.35	3.76	3.91	2.84
Fashion Merchandising	4.03	4.53	4.71	3.43
Other Distribution and Marketing	2.65	2.98	3.10	2.25
Secretarial & General Business	3.32	3.73	3.88	2.82
Business Data Processing	3.87	4.35	4.52	3.29
Word Processing	3.24	3.64	3.79	2.75
Other Office Occupations				
Welding	4.53	5.10	5.30	3.86
Automotive	3.78	4.25	4.42	3.21
Diesel Mechanics	4.35	4.89	5.09	3.70
Cosmetology	2.64	2.97	3.09	2.25
Fire Protection	2.99	3.36	3.49	2.54
Airframe & Power Mechanic	5.38	6.05	6.29	4.58
Law Enforcement	3.53	3.97	4.13	3.00
Machine Shop	4.47	5.03	5.23	3.80
Air-Conditioning				
Printing & Graphic Arts	5.00	5.63	5.86	4.26
Building Construction	3.78	4.25	4.42	3.21
Photography	4.07	4.58	4.76	3.46
Other Industrial Education	3.52	3.96	4.12	2.99
Associate Degree Nursing	5.62	6.31	6.56	4.77
Vocational Nursing	3.16	3.56	3.70	2.69
Dental Assisting	5.43	6.12	6.36	4.63
Dental Hygiene	6.87	7.73	8.04	5.85
Medical Laboratory	6.39	7.20	7.49	5.45
Respiratory Therapy	5.24	5.90	6.14	4.46
Surgical Technology	5.14	5.78	6.01	4.37
Mental Health	2.85	3.20	3.33	2.42
Radiologic Technology	4.33	4.87	5.06	3.68
Other Health Occupations	4.21	4.74	4.93	3.58
Career Pilot	10.86	12.21	12.70	9.23
Drafting and Design	3.84	4.32	4.49	3.27
Electronics	3.74	4.21	4.38	3.18
Marine Technology	9.65	10.86	11.29	8.21
Other Technical Education	4.29	4.83	5.02	3.65
Related	2.95	3.32	3.45	2.51
Adult Apprenticeship	3.32	3.73	3.88	2.82
Adult (Supplementary/Prepatory)	2.69	3.03	3.15	2.29
Cooperative Work Experience/Internships	2.43	2.74	2.85	2.07

Formula Categories	FY 1990-91 (71st) Cost Study	THECB REC 90	THECB REC 91	Funded Rate
General Academic Programs				
Agriculture and Natural Resources	5.94	6.72	7.00	5.22
Architecture and Environmental Design	4.21	4.76	4.96	3.69
Biological Sciences	3.17	3.58	3.73	2.78
Business & Management	3.21	3.63	3.78	2.82
Communications	5.56	6.28	6.54	4.87
Computer & Information Sciences	3.46	3.92	4.08	3.04
Education	4.03	4.56	4.75	3.54
Engineering	3.60	4.07	4.24	3.16
Fine and Applied Arts	5.25	5.94	6.19	4.61
Foreign Languages	3.86	4.37	4.55	3.39
Health Professions	4.46	5.05	5.26	3.92
Home Economics	3.65	4.13	4.30	3.21
Letters	3.37	3.81	3.97	2.96
Library Science	4.43	5.01	5.22	3.89
Mathematics	3.31	3.74	3.90	2.90
Physical Sciences	3.92	4.43	4.62	3.44
Psychology	3.00	3.40	3.54	2.64
Social Sciences	2.95	3.33	3.47	2.58
Vocational-Technical Programs				
Agriculture	4.62	5.22	5.44	4.05
Home Economics	3.58	4.05	4.22	3.14
Restaurant Management	3.46	3.92	4.08	3.04
Mid-Management	3.14	3.55	3.70	2.76
Fashion Merchandising	3.60	4.07	4.24	3.16
Other Distribution and Marketing	3.23	3.66	3.81	2.84
Secretarial & General Business	3.45	3.90	4.06	3.03
Business Data Processing	4.21	4.76	4.96	3.69
Word Processing	3.91	4.42	4.61	3.43
Other Office Occupations				
Welding	4.55	5.15	5.37	4.00
Automotive	3.91	4.42	4.61	3.43
Diesel Mechanics	4.51	5.11	5.32	3.97
Cosmetology	2.63	2.98	3.11	2.31
Fire Protection	3.18	3.59	3.74	2.79
Airframe & Power Mechanic	5.21	5.90	6.15	4.58
Law Enforcement	3.18	3.59	3.74	2.79
Machine Shop	5.51	6.23	6.49	4.84
Air-Conditioning				
Printing & Graphic Arts	5.01	5.67	5.91	4.40
Building Construction	3.89	4.40	4.58	3.41
Photography	3.97	4.49	4.68	3.48
Other Industrial Education	3.59	4.06	4.23	3.15
Associate Degree Nursing	5.91	6.69	6.97	5.19
Vocational Nursing	3.45	3.90	4.06	3.03
Dental Assisting	5.47	6.19	6.45	4.80
Dental Hygiene	6.59	7.46	7.77	5.79
Medical Laboratory	6.79	7.69	8.01	5.97
Respiratory Therapy	5.01	5.67	5.91	4.40
Surgical Technology	5.02	5.68	5.92	4.41
Mental Health	3.07	3.47	3.62	2.69
Radiologic Technology	4.65	5.26	5.48	4.08
Other Health Occupations	4.46	5.05	5.26	3.92
Career Pilot	9.03	10.22	10.65	7.93
Drafting and Design	4.56	5.16	5.38	4.00
Electronics	3.66	4.14	4.31	3.21
Marine Technology				
Other Technical Education	5.14	5.82	6.06	4.52
Related	3.34	3.78	3.94	2.93
Adult Apprenticeship	3.23	3.66	3.81	2.84
Adult (Supplementary/Prepatory)	2.85	3.22	3.36	2.50
Cooperative Work Experience/Internships	2.56	2.90	3.02	2.25

Formula Categories	FY 1992-93 (72nd) Cost Study	THECB REC 92	THECB REC 93	Funded Rate
General Academic Programs				
Agriculture and Natural Resources	5.20	5.84	6.19	4.52
Architecture and Environmental Design	4.56	5.12	5.42	3.96
Biological Sciences	3.02	3.39	3.59	2.62
Business & Management	3.32	3.73	3.95	2.88
Communications	6.66	7.48	7.93	5.79
Computer & Information Sciences	3.44	3.87	4.09	2.99
Education	3.99	4.48	4.75	3.46
Engineering	4.16	4.67	4.95	3.61
Fine and Applied Arts	5.42	6.09	6.45	4.71
Foreign Languages	3.81	4.28	4.54	3.31
Health Professions		4.64	4.92	3.59
Home Economics	3.12	3.51	3.72	2.71
Letters	3.40	3.82	4.05	2.95
Library Science		5.38	5.70	4.16
Mathematics	3.14	3.53	3.74	2.73
Physical Sciences	3.76	4.22	4.47	3.26
Psychology	2.80	3.14	3.33	2.43
Social Sciences	2.85	3.20	3.39	2.47
Vocational-Technical Programs				
Agriculture	4.79	5.38	5.70	4.16
Home Economics	3.96	4.45	4.72	3.44
Restaurant Management	4.25	4.77	5.06	3.69
Mid-Management	3.74	4.20	4.45	3.25
Fashion Merchandising	4.41	4.95	5.24	3.83
Other Distribution and Marketing	3.47	3.90	4.12	3.02
Secretarial & General Business	3.63	4.07	4.31	3.15
Business Data Processing	3.89	4.37	4.63	3.38
Word Processing	3.80	4.26	4.52	3.29
Other Office Occupations				
Welding	4.61	5.18	5.48	4.01
Automotive	4.79	5.38	5.70	4.16
Diesel Mechanics	5.97	6.71	7.11	5.19
Cosmetology	2.83	3.18	3.37	2.46
Fire Protection	3.24	3.64	3.86	2.82
Airframe & Power Mechanic	4.78	5.37	5.68	4.15
Law Enforcement	3.36	3.78	4.01	2.92
Machine Shop	4.72	5.30	5.61	4.10
Air-Conditioning				
Printing & Graphic Arts	4.79	5.38	5.70	4.16
Building Construction	4.51	5.07	5.37	3.92
Photography	5.07	5.69	6.04	4.40
Other Industrial Education	4.10	4.60	4.88	3.56
Associate Degree Nursing	6.12	6.88	7.29	5.32
Vocational Nursing	3.52	3.96	4.19	3.06
Dental Assisting	7.23	8.12	8.61	6.28
Dental Hygiene	7.38	8.29	8.78	6.41
Medical Laboratory	7.41	8.32	8.81	6.43
Respiratory Therapy	5.19	5.83	6.18	4.51
Surgical Technology	4.69	5.27	5.58	4.08
Mental Health	3.18	3.57	3.78	2.76
Radiologic Technology	4.68	5.26	5.57	4.07
Other Health Occupations	4.13	4.64	4.92	3.59
Career Pilot	12.59	14.14	14.98	10.94
Drafting and Design	4.38	4.92	5.21	3.81
Electronics	4.43	4.98	5.27	3.85
Marine Technology				
Other Technical Education	4.96	5.58	5.91	4.32
Related	3.55	3.99	4.22	3.09
Adult Apprenticeship	3.14	3.53	3.74	2.73
Adult (Supplementary/Prepatory)	3.31	3.72	3.94	2.88
Cooperative Work Experience/Internships	2.86	3.21	3.40	2.48

Formula Categories	FY 1994-95 (73rd) Cost Study	THECB REC 94	THECB REC 95	Funded Rate 94	Funded Rate 95
General Academic Programs					
Agriculture and Natural Resources	6.21	5.33	5.83	4.82	4.71
Architecture and Environmental Design	4.96	4.25	4.65	3.85	3.76
Biological Sciences	3.45	2.93	3.20	2.65	2.59
Business & Management	4.03	3.47	3.79	3.14	3.07
Communications	7.52	6.33	6.92	5.73	5.59
Computer & Information Sciences	3.66	3.18	3.48	2.88	2.81
Education	4.55	3.86	4.22	3.49	3.41
Engineering	4.98	4.27	4.67	3.86	3.77
Fine and Applied Arts	6.15	5.12	5.60	4.63	4.53
Foreign Languages	4.15	3.55	3.88	3.21	3.14
Health Professions	5.22	4.47	4.89	4.04	3.95
Home Economics	3.42	2.93	3.20	2.65	2.59
Letters	3.82	3.28	3.59	2.97	2.90
Library Science					
Mathematics	3.50	3.01	3.29	2.72	2.66
Physical Sciences	4.19	3.59	3.92	3.25	3.17
Psychology	3.44	2.95	3.22	2.67	2.61
Social Sciences	3.43	2.95	3.22	2.67	2.61
Vocational-Technical Programs					
Agriculture	5.35	4.79	5.24	4.33	4.23
Home Economics	4.40	3.73	4.08	3.38	3.30
Restaurant Management	6.37	5.39	5.89	4.88	4.76
Mid-Management	4.83	3.99	4.36	3.61	3.53
Fashion Merchandising	6.19	5.31	5.80	4.80	4.69
Other Distribution and Marketing	4.56	3.80	4.15	3.44	3.36
Secretarial & General Business	4.59	3.87	4.23	3.50	3.42
Business Data Processing	4.64	3.94	4.31	3.57	3.48
Word Processing	4.67	3.82	4.18	3.46	3.38
Other Office Occupations					
Welding	5.22	4.65	5.08	4.21	4.11
Automotive	5.54	4.52	4.94	4.09	4.00
Diesel Mechanics	9.10	7.17	7.84	6.49	6.34
Cosmetology	3.48	2.92	3.19	2.64	2.58
Fire Protection	4.04	3.14	3.73	2.84	2.78
Airframe & Power Mechanic	6.94	5.02	5.49	4.54	4.44
Law Enforcement	3.85	3.25	3.55	2.94	2.87
Machine Shop	5.91	4.94	5.40	4.47	4.37
Air-Conditioning					
Printing & Graphic Arts	5.39	4.65	5.08	4.21	4.11
Building Construction	4.51	4.09	4.47	3.70	3.61
Photography	5.64	4.77	5.21	4.32	4.22
Other Industrial Education	4.62	3.95	4.32	3.57	3.49
Associate Degree Nursing	6.20	5.18	5.66	4.69	4.58
Vocational Nursing	3.88	3.28	3.59	2.97	2.90
Dental Assisting	8.82	7.28	7.96	6.59	6.43
Dental Hygiene	9.40	7.96	8.70	7.20	7.04
Medical Laboratory	7.64	6.47	7.07	5.85	5.72
Respiratory Therapy	5.30	4.48	4.90	4.05	3.96
Surgical Technology	5.27	4.29	4.69	3.88	3.79
Mental Health	3.83	3.23	3.53	2.92	2.85
Radiologic Technology	4.95	4.18	4.57	3.78	3.69
Other Health Occupations	4.99	4.17	4.56	3.77	3.69
Career Pilot	16.09	13.18	14.41	11.93	11.65
Drafting and Design	4.96	4.29	4.69	3.88	3.79
Electronics	4.86	4.18	4.57	3.78	3.69
Marine Technology					
Other Technical Education	6.74	5.59	6.11	5.06	4.94
Related	4.00	3.37	3.68	3.05	2.98
Adult Apprenticeship	3.79	3.06	3.34	2.77	2.70
Adult (Supplementary/Prepatory)	3.53	2.99	3.27	2.71	2.64
Cooperative Work Experience/Internships	3.57	3.01	3.29	2.72	2.66

Formula Categories	FY 1996-97 (74th) Cost Study	THECB REC 96	THECB REC 97	Funded 96	Funded 97
General Academic Programs					
Agriculture and Natural Resources	5.79	5.12	5.29	4.19	4.19
Architecture and Environmental Design	4.15	3.67	3.79	3.00	3.00
Biological Sciences	3.61	3.19	3.30	2.61	2.61
Business & Management	4.87	4.31	4.46	3.53	3.53
Communications	7.22	6.39	6.61	5.23	5.23
Computer & Information Sciences	4.53	4.01	4.15	3.28	3.29
Education	4.75	4.20	4.34	3.44	3.44
Engineering	6.29	5.56	5.75	4.55	4.55
Fine and Applied Arts	6.43	5.69	5.88	4.66	4.66
Foreign Languages	4.13	3.65	3.77	2.99	2.99
Health Professions	5.17	4.57	4.73	3.74	3.75
Home Economics	3.50	3.10	3.21	2.54	2.54
Letters	4.23	3.74	3.87	3.06	3.06
Library Science					
Mathematics	3.75	3.32	3.43	2.72	2.72
Physical Sciences	4.17	3.69	3.82	3.02	3.02
Psychology	3.45	3.05	3.15	2.50	2.49
Social Sciences	3.74	3.31	3.42	2.71	2.71
Vocational-Technical Programs					
Agriculture	5.06	4.48	4.63	3.67	3.67
Home Economics	4.53	4.01	4.15	3.28	3.29
Restaurant Management	6.38	5.64	5.83	4.62	4.62
Mid-Management	5.17	4.57	4.73	3.74	3.75
Fashion Merchandising	6.78	6.00	6.20	4.91	4.91
Other Distribution and Marketing	5.39	4.77	4.93	3.91	3.90
Secretarial & General Business	4.98	4.40	4.55	3.60	3.60
Business Data Processing	4.79	4.24	4.38	3.47	3.47
Word Processing	4.64	4.10	4.24	3.36	3.36
Other Office Occupations					
Welding	6.32	5.59	5.78	4.58	4.58
Automotive	5.68	5.02	5.19	4.11	4.11
Diesel Mechanics	7.14	6.31	6.52	5.17	5.16
Cosmetology	3.81	3.37	3.48	2.76	2.76
Fire Protection	3.73	3.30	3.41	2.70	2.70
Airframe & Power Mechanic	6.77	5.99	6.19	4.90	4.90
Law Enforcement	3.75	3.32	3.43	2.72	2.72
Machine Shop	6.90	6.10	6.31	4.99	5.00
Air-Conditioning					
Printing & Graphic Arts	6.50	5.75	5.95	4.71	4.71
Building Construction	5.10	4.51	4.66	3.69	3.69
Photography	6.64	5.87	6.07	4.81	4.81
Other Industrial Education	4.87	4.31	4.46	3.53	3.53
Associate Degree Nursing	6.22	5.50	5.69	4.50	4.51
Vocational Nursing	4.25	3.76	3.89	3.08	3.08
Dental Assisting	8.45	7.47	7.72	6.12	6.11
Dental Hygiene	8.87	7.84	8.11	6.42	6.42
Medical Laboratory	6.66	5.89	6.09	4.82	4.82
Respiratory Therapy	6.01	5.32	5.5	4.36	4.36
Surgical Technology	5.84	5.16	5.34	4.22	4.23
Mental Health	4.04	3.57	3.69	2.92	2.92
Radiologic Technology	5.29	4.68	4.84	3.83	3.83
Other Health Occupations	4.56	4.03	4.17	3.30	3.30
Career Pilot	13.43	11.88	12.28	9.73	9.72
Drafting and Design	5.50	4.86	5.03	3.98	3.98
Electronics	5.65	5.00	5.17	4.09	4.09
Marine Technology					
Other Technical Education	6.18	5.47	5.66	4.48	4.48
Related	4.18	3.70	3.83	3.03	3.03
Adult Apprenticeship	4.04	3.57	3.69	2.92	2.92
Adult (Supplementary/Prepatory)	3.69	3.26	3.37	2.67	2.67
Cooperative Work Experience/Internships	3.27	2.89	2.99	2.37	2.37

Formula Categories	FY 1998-99 (75th) Cost Study	THECB REC 98	THECB REC 99	Funded Rate 98	Funded Rate 99
General Academic Programs					
Agriculture and Natural Resources	6.46	5.14	5.35	4.48	4.67
Architecture and Environmental Design	5.95	4.74	4.93	4.13	4.30
Biological Sciences	4.31	3.43	3.57	2.99	3.11
Business & Management	5.07	4.04	4.20	3.52	3.66
Communications	8.11	6.46	6.72	5.63	5.86
Computer & Information Sciences	4.90	3.90	4.06	3.40	3.54
Education	5.28	4.20	4.37	3.66	3.81
Engineering	6.57	5.23	5.44	4.56	4.74
Fine and Applied Arts	6.84	5.45	5.66	4.75	4.94
Foreign Languages	4.57	3.64	3.78	3.17	3.30
Health Professions	4.77	3.80	3.95	3.31	3.44
Home Economics	4.14	3.30	3.43	2.88	2.99
Letters	4.74	3.77	3.92	3.29	3.42
Library Science					
Mathematics	4.41	3.51	3.65	3.06	3.18
Physical Sciences	4.81	3.83	3.98	3.34	3.47
Psychology	4.19	3.34	3.47	2.91	3.03
Social Sciences	4.13	3.29	3.42	2.87	2.98
Vocational-Technical Programs					
Agriculture	6.12	4.87	5.07	4.25	4.42
Home Economics	5.15	4.10	4.26	3.58	3.72
Restaurant Management	7.09	5.64	5.87	4.92	5.12
Mid-Management	5.89	4.69	4.88	4.09	4.26
Fashion Merchandising	11.04	8.79	9.14	7.67	7.97
Other Distribution and Marketing	5.76	4.58	4.77	3.99	4.16
Secretarial & General Business	5.60	4.46	4.64	3.89	4.05
Business Data Processing	5.40	4.30	4.47	3.75	3.90
Word Processing	5.46	4.35	4.52	3.79	3.94
Other Office Occupations					
Welding	6.32	5.03	5.23	4.39	4.56
Automotive	5.89	4.69	4.88	4.09	4.26
Diesel Mechanics	6.99	5.56	5.79	4.85	5.05
Cosmetology	4.21	3.35	3.48	2.92	3.03
Fire Protection	4.26	3.39	3.53	2.96	3.08
Airframe & Power Mechanic	8.76	6.97	7.25	6.08	6.32
Law Enforcement	4.70	3.74	3.89	3.26	3.39
Machine Shop	7.11	5.66	5.88	4.94	5.13
Air-Conditioning					
Printing & Graphic Arts	7.13	5.68	5.90	4.95	5.15
Building Construction	5.18	4.12	4.29	3.59	3.74
Photography	7.28	5.79	6.03	5.05	5.26
Other Industrial Education	5.29	4.21	4.38	3.67	3.82
Associate Degree Nursing	7.68	6.11	6.36	5.33	5.55
Vocational Nursing	4.77	3.80	3.95	3.31	3.44
Dental Assisting	6.77	5.39	5.60	4.70	4.88
Dental Hygiene	10.42	8.29	8.62	7.23	7.52
Medical Laboratory	7.59	6.04	6.28	5.27	5.48
Respiratory Therapy	6.52	5.19	5.40	4.53	4.71
Surgical Technology	6.49	5.17	5.37	4.51	4.68
Mental Health	4.69	3.73	3.88	3.25	3.38
Radiologic Technology	5.78	4.60	4.78	4.01	4.17
Other Health Occupations	5.29	4.21	4.38	3.67	3.82
Career Pilot	16.86	13.42	13.95	11.70	12.17
Drafting and Design	5.81	4.62	4.81	4.03	4.19
Electronics	6.51	5.18	5.39	4.52	4.70
Marine Technology					
Other Technical Education	7.14	5.68	5.91	4.95	5.15
Related	4.66	3.71	3.86	3.24	3.37
Adult Apprenticeship	4.99	3.97	4.13	3.46	3.60
Adult (Supplementary/Prepatory)	4.27	3.40	3.53	2.97	3.08
Cooperative Work Experience/Internships	4.34	3.45	3.59	3.01	3.13

Formula Categories	FY 2000-01 (76th) Cost Study 00	Cost Study 01	THECB REC 00	THECB REC 01	Funded Rate 00	Funded Rate 01
General Academic Programs						
Agriculture and Natural Resources	7.15	7.34	7.15	7.34	5.07	5.21
Architecture and Environmental Design	5.06	5.19	5.06	5.19	3.59	3.68
Biological Sciences	4.48	4.60	4.48	4.60	3.18	3.26
Business & Management	5.43	5.57	5.43	5.57	3.85	3.95
Communications	8.24	8.45	8.24	8.45	5.85	5.99
Computer & Information Sciences	5.15	5.28	5.15	5.28	3.65	3.75
Education	5.34	5.48	5.34	5.48	3.79	3.89
Engineering	7.66	7.86	7.66	7.86	5.43	5.58
Fine and Applied Arts	6.86	7.04	6.86	7.04	4.87	4.99
Foreign Languages	4.97	5.10	4.97	5.10	3.53	3.62
Health Professions	4.85	4.98	4.85	4.98	3.44	3.53
Home Economics	4.61	4.73	4.61	4.73	3.27	3.36
Letters	4.88	5.01	4.88	5.01	3.46	3.55
Library Science						
Mathematics	4.55	4.67	4.55	4.67	3.23	3.31
Physical Sciences	5.20	5.34	5.20	5.34	3.69	3.79
Psychology	4.52	4.64	4.52	4.64	3.21	3.29
Social Sciences	4.31	4.42	4.31	4.42	3.06	3.14
Vocational-Technical Programs						
Agriculture	6.08	6.24	6.08	6.24	4.31	4.43
Home Economics	5.27	5.41	5.27	5.41	3.74	3.84
Restaurant Management	4.56	4.68	4.56	4.68	3.23	3.32
Mid-Management	5.43	5.57	5.43	5.57	3.85	3.95
Fashion Merchandising	6.92	7.10	6.92	7.10	4.91	5.04
Other Distribution and Marketing	5.39	5.53	5.39	5.53	3.82	3.92
Secretarial & General Business	5.74	5.89	5.74	5.89	4.07	4.18
Business Data Processing	5.03	5.16	5.03	5.16	3.57	3.66
Word Processing	4.75	4.87	4.75	4.87	3.37	3.45
Other Office Occupations						
Welding	5.74	5.89	5.74	5.89	4.07	4.18
Automotive	5.95	6.10	5.95	6.10	4.22	4.33
Diesel Mechanics	7.58	7.78	7.58	7.78	5.38	5.52
Cosmetology	4.59	4.71	4.59	4.71	3.26	3.34
Fire Protection	5.39	5.53	5.39	5.53	3.82	3.92
Airframe & Power Mechanic	7.70	7.90	7.70	7.90	5.46	5.60
Law Enforcement	4.87	5.00	4.87	5.00	3.45	3.55
Machine Shop	6.80	6.98	6.80	6.98	4.82	4.95
Air-Conditioning						
Printing & Graphic Arts	6.18	6.34	6.18	6.34	4.38	4.50
Building Construction	4.69	4.81	4.69	4.81	3.33	3.41
Photography	6.57	6.74	6.57	6.74	4.66	4.78
Other Industrial Education	4.95	5.08	4.95	5.08	3.51	3.60
Associate Degree Nursing	8.18	8.39	8.18	8.39	5.80	5.95
Vocational Nursing	4.88	5.01	4.88	5.01	3.46	3.55
Dental Assisting	8.73	8.96	8.73	8.96	6.19	6.36
Dental Hygiene	11.02	11.31	11.02	11.31	7.82	8.02
Medical Laboratory	8.17	8.38	8.17	8.38	5.80	5.94
Respiratory Therapy	7.67	7.87	7.67	7.87	5.44	5.58
Surgical Technology	6.59	6.76	6.59	6.76	4.67	4.80
Mental Health	5.45	5.59	5.45	5.59	3.87	3.97
Radiologic Technology	6.41	6.58	6.41	6.58	4.55	4.67
Other Health Occupations	6.10	6.26	6.10	6.26	4.33	4.44
Career Pilot	14.30	14.67	14.30	14.67	10.14	10.41
Drafting and Design	5.96	6.12	5.96	6.12	4.23	4.34
Electronics	5.91	6.06	5.91	6.06	4.19	4.30
Marine Technology						
Other Technical Education	6.76	6.94	6.76	6.94	4.80	4.92
Related						
Adult Apprenticeship						
Adult (Supplementary/Prepatory)						
Cooperative Work Experience/Internships	4.08	4.19	4.08	4.19	2.89	2.97

	FY 2002-03		
Discipline	Full Formula	THECB REC	Funded Rate
Agriculture	6.81	5.52	4.54
Architecture and Precision Production Trades	6.64	5.38	4.42
Biology, Physical Sciences, and Science Tech	5.51	4.46	3.66
Business Management, Marketing, and Admin	6.22	5.04	4.14
Career Pilot	18.69	15.14	12.44
Communications	8.21	6.65	5.46
Computer and Information Sciences	5.44	4.41	3.62
Construction Trades	5.99	4.85	3.98
Consumer and Homemaking Education	5.35	4.33	3.56
Engineering	7.65	6.20	5.09
Engineering Related	6.36	5.15	4.23
Eng Language, Literature, Philosophy, et al.	5.26	4.26	3.50
Foreign Languages	5.70	4.62	3.80
Health-Dental Asst, Med Lab, & Assoc. Nursing	9.04	7.32	6.01
Health-Dental Hygiene	11.21	9.08	7.46
Health Occupations-Other	6.50	5.27	4.33
Health-Respiratory Therapy	8.65	7.01	5.76
Health-Vocational Nursing	5.75	4.66	3.83
Mathematics	4.96	4.02	3.30
Mechanics and Repairers-Automotive	6.49	5.26	4.32
Mechanics and Repairers-Diesel et al.	7.32	5.93	4.87
Mechanics and Repairers-Electronics	6.47	5.24	4.31
Physical Education and Fitness	6.21	5.03	4.13
Protective Services and Public Admin	4.93	3.99	3.28
Psychology, Social Services, and History	4.97	4.03	3.31
Visual and Performing Arts	7.32	5.93	4.87

Discipline	FY 2004-05 Full Formula	FY 2004-05 THECB REC	FY 2004-05 Funded Rate[1]
Agriculture	7.00	4.94	3.62
Architecture and Precision Production Trades	7.56	5.33	3.91
Biology, Physical Sciences, and Science Tech	5.90	4.16	3.05
Business Management, Marketing, and Admin	6.07	4.28	3.14
Career Pilot	16.04	11.31	8.30
Communications	6.99	4.93	3.62
Computer and Information Sciences	6.69	4.72	3.46
Construction Trades	6.12	4.32	3.17
Consumer and Homemaking Education	5.52	3.89	2.85
Engineering	11.49	8.10	5.94
Engineering Related	6.58	4.64	3.40
Eng Language, Literature, Philosophy, et al.	5.75	4.05	2.97
Foreign Languages	5.93	4.18	3.07
Health-Dental Asst, Med Lab, & Assoc. Nursing	9.73	6.86	5.03
Health-Dental Hygiene	11.79	8.31	6.10
Health Occupations-Other	6.69	4.72	3.46
Health-Respiratory Therapy	10.23	7.21	5.29
Health-Vocational Nursing	6.59	4.65	3.41
Mathematics	5.39	3.80	2.79
Mechanics and Repairers-Automotive	7.74	5.46	4.00
Mechanics and Repairers-Diesel et al.	7.41	5.23	3.84
Mechanics and Repairers-Electronics	7.41	5.23	3.84
Physical Education and Fitness	6.98	4.92	3.61
Protective Services and Public Admin	5.90	4.16	3.05
Psychology, Social Services, and History	5.27	3.72	2.73
Visual and Performing Arts	7.53	5.31	3.89

[1] Due to Hold Harmless and different levels of funding for CC's, TSTC, and Lamar State, the funded rate provided here is the community college aggregated rate calculated by the THECB (.733479674

Discipline	FY 2006-07 Full Formula	THECB REC	Funded Rate[1]
Agriculture	7.27	4.37	3.80
Architecture and Precision Production Trades	7.46	4.39	3.82
Biology, Physical Sciences, and Science Tech	5.84	3.52	3.06
Business Management, Marketing, and Admin	6.61	4.01	3.49
Career Pilot	13.76	8.27	7.19
Communications	7.31	4.33	3.77
Computer and Information Sciences	6.93	4.16	3.62
Construction Trades	7.28	4.42	3.84
Consumer and Homemaking Education	5.43	3.29	2.86
Engineering	8.44	5.35	4.65
Engineering Related	7.22	4.34	3.77
Eng Language, Literature, Philosophy, et al.	5.84	3.50	3.04
Foreign Languages	6.08	3.68	3.20
Health-Dental Asst, Med Lab, & Assoc. Nursing	8.87	5.34	4.64
Health-Dental Hygiene	12.52	7.52	6.54
Health Occupations-Other	6.74	4.07	3.54
Health-Respiratory Therapy	9.66	6.02	5.23
Health-Vocational Nursing	6.52	3.92	3.41
Mathematics	5.53	3.34	2.90
Mechanics and Repairers-Automotive	7.04	4.23	3.68
Mechanics and Repairers-Diesel et al.	8.22	4.98	4.33
Mechanics and Repairers-Electronics	6.91	4.28	3.72
Physical Education and Fitness	6.87	4.13	3.59
Protective Services and Public Admin	6.18	3.73	3.24
Psychology, Social Services, and History	5.34	3.22	2.80
Visual and Performing Arts	7.16	4.31	3.75

[1] Average aggregate rate for community colleges only

APPENDIX M: SPECIAL ITEMS

Special Items

Biennia from 1964 to 1971

College District	Special Item	1964-65	1966-67	1968-69	1970-71
Blinn	Old Washington State Park				110,000
Laredo	Literacy Education	31,000	15,000	15,000	15,000
Texas Southmost	Literacy Education		15,000	15,000	15,000
TOTAL		31,000	30,000	30,000	140,000

Biennia from 1972 to 1979

College District	Special Item	1972-73	1974-75	1976-77	1978-79
Blinn	Old Washington State Park	235,000	250,000	250,000	250,000
TOTAL		235,000	250,000	250,000	250,000

Biennia from 1980 to 1987

College District	Special Item	1980-81	1982-83	1984-85	1986-87
Blinn	Old Washington State Park	250,000	365,000	414,884	366,980
Howard	SW Collegiate Institute for Deaf		3,000,000	3,900,000	2,578,500
TOTAL		250,000	3,365,000	4,314,884	2,945,480

Biennia from 1988 to 1991

College District	Special Item	1988-89	1990-91
Blinn	Old Washington State Park	374,900	387,176
Blinn	Nursing Enhancement		250,000
Dallas	Small Business Center		400,000
Howard	SW Collegiate Institute for Deaf	2,834,150	3,038,170
TOTAL		3,209,050	4,075,346

Biennia from 1992-93 to 1998-99

College District	Special Item	1992-93	1994-95	1996-97	1998-99
Alamo	Palo Alto Library		700,000	623,000	
Alamo	Agribusiness Center			222,500	
Alvin	Nursing Enhancement	47,323			
Alvin	Aerospace Program			356,000	
Amarillo	Nursing Enhancement	70,000			
Angelina	Economic Development			89,000	
Austin	Nursing Enhancement	71,187			
Austin	Educational Support			89,000	
Blinn	Star of Republic Museum	387,176	385,364	698,974	690,098
Blinn	Nursing Enhancement	67,000			
Blinn	Educational Support		300,000	267,000	
Brazosport	EMT Training			356,000	
Central Texas	Middle East Hostilities Hold Harmless	1,220,000			
Central Texas	Nursing Enhancement	70,000			
College of the Mainland	Nursing Enhancement	31,000			
Dallas	Small Business Center	400,000	1,698,066	1,511,278	1,492,084
Del Mar	Nursing Enhancement	60,000			
El Paso	Nursing Enhancement	70,000			
Frank Phillips	Educational Support		200,000	178,000	
Galveston	Nursing Enhancement	70,000			
Hill	Educational Support	500,000	500,000	1,335,000	
Hill	Heritage Museum/ Genealogy Center				1,318,046

Biennia from 1992-93 to 1998-99, continued

College District	Special Item	1992-93	1994-95	1996-97	1998-99
Houston	Nursing Enhancement	60,000			
Howard	SW Collegiate Institute for Deaf	3,438,170	3,623,386	5,116,316	5,393,010
Howard	Nursing Enhancement	41,652			
Kilgore	Nursing Enhancement	63,500			
Laredo	Nursing Enhancement	57,750			
Laredo	Import/Export Training Center		100,000	445,000	439,348
McLennan	Nursing Enhancement	72,420			
Midland	Nursing Enhancement	70,000			
Midland	Airpower Heritage Museum		500,000	890,000	878,698
Navarro	Arts, Science, & Tech Center			133,500	
North Central Texas	Nursing Enhancement	17,500			
North Harris Montgomery	Nursing Enhancement	44,930			
Northeast Texas	Lapsed Salary Supplement				120,000
Panola	Nursing and Computers			267,000	
San Jacinto	Nursing Enhancement	35,000			
South Plains	Nursing Enhancement	40,000		890,000	
Southwest Texas	Nursing			89,000	
Tarrant	Defense Conversion Pilot	400,000			
Tarrant	Nursing Enhancement	70,000			
Texarkana	Nursing Enhancement	38,808			
Trinity Valley	U.S. Air Force Technical Center	237,500			
Victoria	Nursing Enhancement	78,000			
Wharton	Nursing Enhancement	70,000			
TOTAL		7,898,916	8,006,816	13,823,568	10,331,284

		Biennia from 2000 to 2007			
College District	Special Item	2000-01	2002-03	2004-05	2006-07
Blinn	Star of Republic Museum	690,098	690,098	664,220	662,496
Brazosport	Bachelor's degree pilot program				1,000,000
Dallas	Small Business Center	1,492,084	1,492,084	1,492,084	2,730,420
Hill	Heritage Museum/ Genealogy Center	750,000	750,000	721,874	720,001
Howard	SW Collegiate Institute for Deaf	6,257,926	5,697,176	5,483,532	5,469,298
Laredo	Import/Export Training Center	439,348	439,348	422,873	421,775
Midland	Airpower Heritage Museum	878,698	1,178,698	1,000,000	997,404
Midland	Bachelor's degree pilot program				1,000,000
Midland	Astronomy Education				1,200,000
South Texas	Bachelor's degree pilot program				1,000,000
South Texas	Hildago Tech & Training Center				500,000
TOTAL		10,508,154	10,247,404	9,784,583	15,701,394

APPENDIX N: COMPARISON OF REVENUE SOURCES

Unrestricted Revenue, FY 1975, 1979-2006 (in $s)

Year	State	Taxes	Tuition/Fee	Total	Enrollment
75	88,512,715	44,749,192	32,631,598	165,893,505	215,095
79	214,382,664	49,610,194	44,898,130	308,890,988	239,136
80	234,666,622	55,508,785	53,949,394	344,124,801	251,076
81	246,693,539	67,220,633	65,417,115	379,331,287	261,075
82	325,951,907	79,569,667	68,886,710	474,408,284	289,363
83	354,476,285	89,422,352	77,623,088	521,521,725	301,969
84	413,824,797	102,693,802	85,303,354	601,821,953	300,540
85	430,300,447	128,780,847	87,746,491	646,827,785	289,439
86	426,924,538	151,885,705	108,945,203	687,755,446	301,989
87	391,254,137	175,410,141	120,687,273	687,351,551	318,441
88	414,685,145	186,129,710	129,809,951	730,624,806	341,268
89	414,685,145	201,789,963	151,547,473	768,022,581	352,140
90	484,364,751	206,970,262	162,795,878	854,130,891	366,059
91	482,628,972	221,454,726	178,213,214	882,296,912	378,442
92	527,321,992	244,649,399	229,933,590	1,001,904,981	394,330
93	527,321,992	262,407,557	250,504,081	1,040,233,630	394,628
94	574,829,308	279,179,515	272,629,175	1,126,637,998	394,961
95	561,625,282	291,825,904	301,686,293	1,155,137,479	396,030
96	573,185,617	312,306,759	328,123,003	1,213,615,379	401,957
97	572,889,455	343,915,607	360,320,178	1,277,125,240	407,985
98	658,423,762	366,750,576	397,304,094	1,422,478,432	406,610
99	684,138,319	425,708,233	420,382,856	1,530,229,408	420,074
00	724,182,248	460,399,944	445,410,633	1,629,992,825	431,934
01	738,184,468	513,728,829	488,680,215	1,740,593,512	461,236
02	791,478,795	607,003,382	541,109,650	1,939,591,827	498,408
03	789,578,795	673,517,699	607,872,895	2,070,969,389	518,597
04	759,637,510	756,493,058	689,888,297	2,206,018,865	539,017
05	759,637,531	799,666,654	771,903,699	2,331,207,884	547,717
06	810,376,194	822,607,138	789,296,695	2,422,280,027	558,161

Unrestricted Revenue, FY 1975, 1979-2006 (%)

Year	State	Taxes	Tuition/Fee
75	53.4%	27.0%	19.7%
79	69.4%	16.1%	14.5%
80	68.2%	16.1%	15.7%
81	65.0%	17.7%	17.2%
82	68.7%	16.8%	14.5%
83	68.0%	17.1%	14.9%
84	68.8%	17.1%	14.2%
85	66.5%	19.9%	13.6%
86	62.1%	22.1%	15.8%
87	56.9%	25.5%	17.6%
88	56.8%	25.5%	17.8%
89	54.0%	26.3%	19.7%
90	56.7%	24.2%	19.1%
91	54.7%	25.1%	20.2%
92	52.6%	24.4%	22.9%
93	50.7%	25.2%	24.1%
94	51.0%	24.8%	24.2%
95	48.6%	25.3%	26.1%
96	47.2%	25.7%	27.0%
97	44.9%	26.9%	28.2%
98	46.3%	25.8%	27.9%
99	44.7%	27.8%	27.5%
00	44.4%	28.2%	27.3%
01	42.4%	29.5%	28.1%
02	40.8%	31.3%	27.9%
03	38.1%	32.5%	29.4%
04	34.4%	34.3%	31.3%
05	32.6%	34.3%	33.1%
06	33.5%	34.0%	32.6%

Unrestricted Revenue, FY 1965 (in $s)

	State	Taxes	Tuition	Total
Alamo	1,113,645	990,000	843,000	2,946,645
Alvin	166,020	52,136	104,000	322,156
Amarillo	362,955	506,180	263,600	1,132,735
Blinn	227,580	33,516	178,000	439,096
Cisco	132,105	41,000	44,500	217,605
Clarendon	54,000	58,736	25,100	137,836
Del Mar	485,220	919,414	578,500	1,983,134
Frank Phillips	147,210	115,605	67,000	329,815
Hill	155,000	30,231	42,500	227,731
Howard	163,740	269,857	91,593	525,190
Kilgore	395,730	470,000	207,267	1,072,997
Laredo	181,125	95,000	89,050	365,175
Lee	246,960	335,880	221,400	804,240
Navarro	238,125	98,000	126,600	462,725
N. Central TX	145,215	80,000	55,000	280,215
Odessa	329,040	525,810	204,500	1,059,350
Panola	115,875	109,322	29,200	254,397
Paris	186,825	67,340	91,000	345,165
Ranger	74,625	22,931	43,520	141,076
San Jac	251,805	483,905	199,756	935,466
S Plains	165,165	224,400	86,000	475,565
SWTJC	142,365	35,000	70,000	247,365
Temple	200,790	74,000	100,515	375,305
Texarkana	325,620	86,800	271,256	683,676
TX Southmost	184,260	88,750	97,668	370,678
TVCC	192,810	72,000	95,096	359,906
Tyler	565,875	275,000	305,500	1,146,375
Victoria	252,090	212,158	110,250	574,498
Weatherford	117,750	92,459	54,977	265,186
Wharton	365,235	168,481	191,800	725,516
CC Total	7,684,760	6,633,911	4,888,148	19,206,819

Source: Annual Report of the Coordinating Board (1965)

Unrestricted Revenue, FY 1965 (%)

	State %	Taxes %	Tuition %
Alamo	38%	34%	29%
Alvin	52%	16%	32%
Amarillo	32%	45%	23%
Blinn	52%	8%	41%
Cisco	61%	19%	20%
Clarendon	39%	43%	18%
Del Mar	24%	46%	29%
Frank Phillips	45%	35%	20%
Hill	68%	13%	19%
Howard	31%	51%	17%
Kilgore	37%	44%	19%
Laredo	50%	26%	24%
Lee	31%	42%	28%
Navarro	51%	21%	27%
N. Central TX	52%	29%	20%
Odessa	31%	50%	19%
Panola	46%	43%	11%
Paris	54%	20%	26%
Ranger	53%	16%	31%
San Jac	27%	52%	21%
S Plains	35%	47%	18%
SWTJC	58%	14%	28%
Temple	54%	20%	27%
Texarkana	48%	13%	40%
TX Southmost	50%	24%	26%
TVCC	54%	20%	26%
Tyler	49%	24%	27%
Victoria	44%	37%	19%
Weatherford	44%	35%	21%
Wharton	50%	23%	26%
CC Total	40%	35%	25%

Source: Annual Report of the Coordinating Board (1965)

Unrestricted Revenue, FY 1984 (in $s)

	State	Taxes	Tuition	Total
Alamo	37,691,287	5,142,789	5,679,571	48,513,647
Alvin	6,549,084	3,130,915	690,701	10,370,700
Amarillo	9,055,257	3,989,398	1,627,074	14,671,729
Angelina	3,155,201	646,773	263,818	4,065,792
Austin	17,093,816	-	6,430,544	23,524,360
Blinn	4,532,416	274,756	1,107,546	5,914,718
Brazosport	4,924,715	2,279,051	488,179	7,691,945
Central Texas	11,026,054	2,457,986	10,840,198	24,324,238
Cisco	2,549,065	224,671	642,163	3,415,899
Clarendon	1,499,776	167,413	210,698	1,877,887
Coastal Bend	4,824,356	593,094	474,486	5,891,936
College of the Mainland	4,435,982	4,359,764	612,005	9,407,751
Dallas	60,739,217	15,316,454	12,906,628	88,962,299
Del Mar	14,019,007	4,234,876	2,031,225	20,285,108
El Paso	15,561,483	2,512,765	3,586,454	21,660,702
Frank Phillips	1,623,077	804,425	199,478	2,626,980
Galveston	3,047,304	1,213,298	232,460	4,493,062
Grayson	5,527,167	1,498,624	860,985	7,886,776
Hill	1,764,917	260,452	162,280	2,187,649
Houston	29,504,330	-	9,441,351	38,945,681
Howard	1,860,571	2,080,908	356,010	4,297,489
Kilgore	7,305,017	2,070,468	923,458	10,298,943
Laredo	7,114,158	888,827	1,018,082	9,021,067
Lee	7,613,455	2,835,084	976,857	11,425,396
McLennan	7,548,964	1,301,102	618,762	9,468,828
Midland	4,448,858	2,940,437	661,718	8,051,013
Navarro	4,093,693	1,030,502	698,495	5,822,690
North Central Texas	2,454,711	671,304	434,758	3,560,773
NHMCCD	11,490,203	2,831,828	2,099,239	16,421,270
Odessa	6,113,094	6,242,599	1,413,919	13,769,612
Panola	1,997,962	1,246,417	230,146	3,474,525
Paris	4,464,489	258,697	774,620	5,497,806
Ranger	1,343,546	134,221	187,628	1,665,395
San Jacinto	20,109,515	7,725,233	4,370,756	32,205,504
South Plains	6,129,125	2,888,118	764,587	9,781,830
Southwest Texas	3,350,163	295,422	632,282	4,277,867
Tarrant	28,836,968	7,097,325	3,331,824	39,266,117
Temple	3,752,904	954,638	590,133	5,297,675
Texarkana	6,347,838	391,736	1,084,752	7,824,326
Texas Southmost	6,598,993	1,111,832	1,603,737	9,314,562
Trinity Valley	5,486,954	1,521,698	823,805	7,832,457
Tyler	10,674,677	1,730,541	866,916	13,272,134
Vernon	2,999,341	568,606	539,117	4,107,064
Victoria	3,284,905	1,636,683	376,075	5,297,663
Weatherford	2,503,055	389,149	362,161	3,254,365
Western Texas	2,205,128	1,709,149	308,289	4,222,566
Wharton	4,387,999	1,033,775	767,383	6,189,157
Contingency Appropriation	185,000	-	-	-
CC Total	413,824,797	102,693,802	85,303,354	601,821,953

Unrestricted Revenue, FY 1984 (%)

	State	Taxes	Tuition
Alamo	78%	11%	12%
Alvin	63%	30%	7%
Amarillo	62%	27%	11%
Angelina	78%	16%	6%
Austin	73%	0%	27%
Blinn	77%	5%	19%
Brazosport	64%	30%	6%
Central Texas	45%	10%	45%
Cisco	75%	7%	19%
Clarendon	80%	9%	11%
Coastal Bend	82%	10%	8%
College of the Mainland	47%	46%	7%
Dallas	68%	17%	15%
Del Mar	69%	21%	10%
El Paso	72%	12%	17%
Frank Phillips	62%	31%	8%
Galveston	68%	27%	5%
Grayson	70%	19%	11%
Hill	81%	12%	7%
Houston	76%	0%	24%
Howard	43%	48%	8%
Kilgore	71%	20%	9%
Laredo	79%	10%	11%
Lee	67%	25%	9%
McLennan	80%	14%	7%
Midland	55%	37%	8%
Navarro	70%	18%	12%
North Central Texas	69%	19%	12%
NHMCCD	70%	17%	13%
Odessa	44%	45%	10%
Panola	58%	36%	7%
Paris	81%	5%	14%
Ranger	81%	8%	11%
San Jacinto	62%	24%	14%
South Plains	63%	30%	8%
Southwest Texas	78%	7%	15%
Tarrant	73%	18%	8%
Temple	71%	18%	11%
Texarkana	81%	5%	14%
Texas Southmost	71%	12%	17%
Trinity Valley	70%	19%	11%
Tyler	80%	13%	7%
Vernon	73%	14%	13%
Victoria	62%	31%	7%
Weatherford	77%	12%	11%
Western Texas	52%	40%	7%
Wharton	71%	17%	12%

Unrestricted Revenue, FY 2006 (in $s)

CC District	State	Taxes	Tuition	Total
Alamo	65,368,636	58,223,733	74,285,656	197,878,025
Alvin	8,064,298	8,072,902	5,704,873	21,842,073
Amarillo	16,811,685	10,099,507	12,350,522	39,261,714
Angelina	8,398,356	2,766,225	5,024,951	16,189,532
Austin	37,075,121	44,093,830	46,509,196	127,678,147
Blinn	18,872,114	1,026,406	27,251,763	47,150,283
Brazosport	5,580,652	6,379,857	5,531,324	17,491,833
C Texas	19,362,128	6,592,311	36,942,129	62,896,568
Cisco	5,169,431	273,049	5,764,807	11,207,287
Clarendon	2,086,757	329,150	1,695,992	4,111,899
Coastal Bend	6,806,222	1,430,760	6,108,313	14,345,295
COM	6,353,704	16,622,799	5,459,023	28,435,526
Collin	24,986,006	41,517,049	18,455,708	84,958,763
Dallas	84,881,606	106,596,307	59,634,505	251,112,418
Del Mar	18,628,771	24,567,051	19,488,654	62,684,476
El Paso	31,642,383	30,499,159	35,596,044	97,737,586
Frank Phillips	2,738,876	1,084,361	2,215,892	6,039,129
Galveston	4,720,401	6,555,487	2,810,103	14,085,991
Grayson	6,520,405	6,588,362	4,183,217	17,291,984
Hill	5,534,849	2,469,934	2,855,148	10,859,931
Houston	61,233,118	70,186,110	68,210,461	199,629,689
Howard	7,953,194	3,181,382	3,749,084	14,883,660
Kilgore	10,156,983	4,420,721	8,268,899	22,846,603
Laredo	12,625,337	13,765,792	10,021,776	36,412,905
Lee	10,060,064	13,027,317	7,486,371	30,573,752
McLennan	13,277,866	9,079,757	13,270,664	35,628,287
Midland	8,867,237	11,447,742	8,119,282	28,434,261
Navarro	10,580,526	2,302,370	9,551,769	22,434,665
N. Central TX	7,803,906	1,850,983	8,269,602	17,924,491
NHMCCD	49,155,327	60,588,753	39,067,185	148,811,265
NE TX	3,836,570	2,077,925	3,535,890	9,450,385
Odessa	8,621,081	10,346,299	6,109,290	25,076,670
Panola	3,294,704	3,240,504	2,893,859	9,429,067
Paris	7,499,508	2,188,010	6,567,863	16,255,381
Ranger	2,086,756	161,100	1,088,398	3,336,254
San Jac	35,167,193	33,439,538	33,837,621	102,444,352
S Plains	14,372,258	6,232,049	17,952,595	38,556,902
S Texas	23,212,221	24,854,665	30,559,830	78,626,716
SWTJC	7,752,535	1,614,528	8,125,377	17,492,440
Tarrant	43,372,228	125,482,157	40,176,173	209,030,558
Temple	6,155,207	4,259,262	6,849,753	17,264,222
Texarkana	8,944,049	909,946	5,612,406	15,466,401
TX Southmost	12,289,481	7,878,273	18,915,417	39,083,171
TVCC	11,071,406	5,097,869	5,941,196	22,110,471
Tyler	15,976,253	9,944,249	16,538,733	42,459,235
Vernon	5,446,010	2,054,039	5,011,780	12,511,829
Victoria	6,809,116	4,504,894	5,269,371	16,583,381
Weatherford	7,732,685	6,001,080	6,891,336	20,625,101
W Texas	2,716,581	2,676,835	1,887,112	7,280,528
Wharton	8,112,916	4,004,750	11,649,782	23,767,448
Contingency	4,591,477	-	-	-
CC Total	810,376,194	822,607,138	789,296,695	2,417,688,550

Unrestricted Revenue, FY 2006 (%)

CC District	State	Taxes	Tuition
Alamo	33.0%	29.4%	37.5%
Alvin	36.9%	37.0%	26.1%
Amarillo	42.8%	25.7%	31.5%
Angelina	51.9%	17.1%	31.0%
Austin	29.0%	34.5%	36.4%
Blinn	40.0%	2.2%	57.8%
Brazosport	31.9%	36.5%	31.6%
C Texas	30.8%	10.5%	58.7%
Cisco	46.1%	2.4%	51.4%
Clarendon	50.7%	8.0%	41.2%
Coastal Bend	47.4%	10.0%	42.6%
COM	22.3%	58.5%	19.2%
Collin	29.4%	48.9%	21.7%
Dallas	33.8%	42.4%	23.7%
Del Mar	29.7%	39.2%	31.1%
El Paso	32.4%	31.2%	36.4%
Frank Phillips	45.4%	18.0%	36.7%
Galveston	33.5%	46.5%	19.9%
Grayson	37.7%	38.1%	24.2%
Hill	51.0%	22.7%	26.3%
Houston	30.7%	35.2%	34.2%
Howard	53.4%	21.4%	25.2%
Kilgore	44.5%	19.3%	36.2%
Laredo	34.7%	37.8%	27.5%
Lee	32.9%	42.6%	24.5%
McLennan	37.3%	25.5%	37.2%
Midland	31.2%	40.3%	28.6%
Navarro	47.2%	10.3%	42.6%
N. Central TX	43.5%	10.3%	46.1%
NHMCCD	33.0%	40.7%	26.3%
NE TX	40.6%	22.0%	37.4%
Odessa	34.4%	41.3%	24.4%
Panola	34.9%	34.4%	30.7%
Paris	46.1%	13.5%	40.4%
Ranger	62.5%	4.8%	32.6%
San Jac	34.3%	32.6%	33.0%
S Plains	37.3%	16.2%	46.6%
S Texas	29.5%	31.6%	38.9%
SWTJC	44.3%	9.2%	46.5%
Tarrant	20.7%	60.0%	19.2%
Temple	35.7%	24.7%	39.7%
Texarkana	57.8%	5.9%	36.3%
TX Southmost	31.4%	20.2%	48.4%
TVCC	50.1%	23.1%	26.9%
Tyler	37.6%	23.4%	39.0%
Vernon	43.5%	16.4%	40.1%
Victoria	41.1%	27.2%	31.8%
Weatherford	37.5%	29.1%	33.4%
W Texas	37.3%	36.8%	25.9%
Wharton	34.1%	16.8%	49.0%

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Vita

Donald C. Hudson was born in Albuquerque, New Mexico on December 7, 1954. He is the son of M. Lou Hudson and Val J. Hudson. After graduating in 1972 from Roswell High School in Roswell, New Mexico, he attended New Mexico State University in Las Cruces, New Mexico. While at New Mexico State University, he received a Bachelor of Science Degree in Secondary Education in 1976. After completion of his bachelor's degree, he was a speech and drama teacher at Roswell High School in Roswell, New Mexico for two years and held a similar position at Clovis High School in Clovis, New Mexico for three years. From 1981 to 1982, he was an Oil and Gas Reporter for Petroleum Information, Inc. In 1984, he received a Master of Arts in Organizational Communication from Texas Tech University in Lubbock, Texas. Prior to entering the Ph.D. program in Organizational Communication at the University of Texas at Austin in the Fall of 1985, he was a visiting lecturer in the Communication Studies Department at Iowa State University. From 1989 to 1994, he was an Assistant Professor at Texas State – San Marcos and was a doctoral candidate in Organizational Communication for the same period of time. In 1994, he worked as a Policy Analyst for the Senate Research Center during the 74th session of the Texas Legislature. He is currently the Vice President of the Texas Association of Community Colleges; he began working with the association in 1995. He is married to Kimberly Sinclair; Mary Renteria is his step-daughter.

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